

COLLECTION OF RESEARCH STUDENTS IN STATISTIC SIRI 3



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Published by :

UiTM Cawangan Johor Kampus Pasir Gudang
Jalan Purnama, Bandar Seri Alam
Bandar Seri Alam,
81750 Masai, Johor.
2023

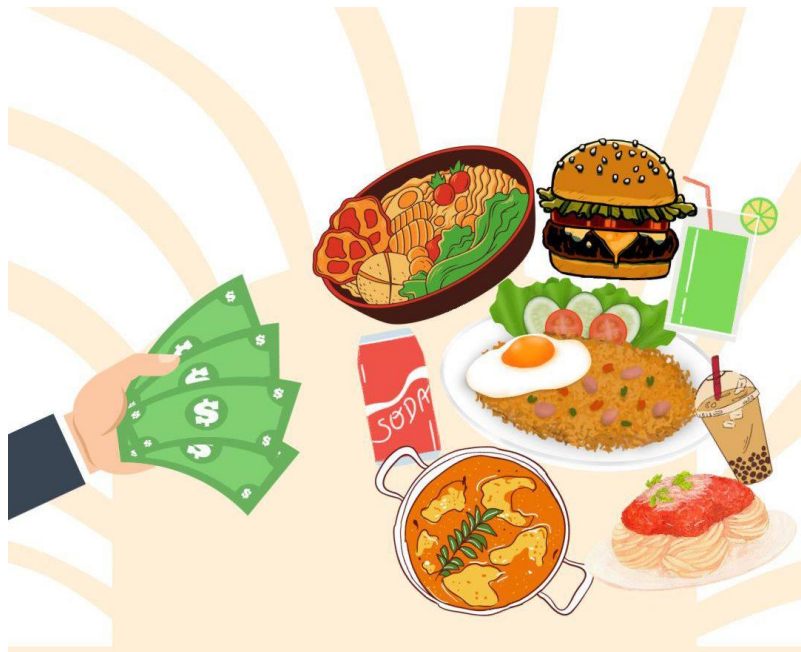
ISBN 978-967-0033-15-0

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PREFACE

This e-book Collection of Research Study in Statistics SIRI 3 aimed to aid students in topic Statistics. Targeted users for this e-book is for students who take course Statistics in university. There are many statistics reference books available, but we decided to create one book with very brief supporting documents so that students could help enhance their presentation and report writing skills. It is hoped that this book will not only assist students in learning, but will also aid them in excel at the foundation level of Statistics. Thank you to all those who contributed in making the publication of this book a reality.

UITM STUDENTS' FOOD EXPENSES IN DAILY LIFE



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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF STUDY

Expenses refer to the cost of operations that a company incurs to generate revenue and it is simply defined as the cost one is required to spend on obtaining something. Food expenses are unavoidable since food is considered an essential expense which is needed for someone to survive.

Moreover, Expenses in simple terms, expenses mean cost. In accounting terms, the expense is the operational cost that is paid to earn business revenues. It means the outflow of cash in return for goods or services. Expenses can also be perceived as the sum of all the operations that usually bring profit. Some common expenses incurred in all activities regarding money and transactions are rent, wages, food expenses, etc.

Furthermore, food consumed must be healthy while instant food like noodles is cost-effective, but preservatives for instance food may lead to health problems in the future. Therefore eating healthy foods that contain the necessary nutrients and substances essential for the growth, repair, and maintenance of body tissues and the regulation of vital processes. Nutrients provide an individual with the energy needed to help get through the day. Depending on the types of food consumed by people, People are always encouraged to consume food that contains all nutrients and essential substances, this is important as it incentivizes the public to live a healthier lifestyle.

Being a student required us to be more financially self-sufficient and one of the ways to be self-sufficient is by calculating daily expenses. There are many ways for a student to obtain food whether the student is a college resident or non-resident, they have the choices of eating out at restaurants and fast-food joints, ordering food through food services like food panda, or eating with college-provided cafes. Students have multiple option of where they can acquire food, but it all depends on how much the student is willing to spend based on their given budget. Some students prefer using their money to prioritize other forms of expenses, such as apparel and entertainment.

The intention of this report is to identify food satisfaction among students. It is important that students are satisfied with the food that they bought in term of quality, price and taste to make sure that the money they spend are worthy.

This study is focused on UITM students throughout the Malaysia since now all students are required to attend class using face to face mode. Thus, expenses are inevitable, particularly food expenses. Students need to eat, whether it'd be breakfast, lunch, or dinner, eating food will supply them with enough energy to help them get through the day.

1.2 OBJECTIVE OF STUDY

The following are the overall objectives of this study:

- To pinpoint food expenses in everyday life among UiTM students.
- To find students' preferences on where they like to get their food.
- To analyze the number of times students eat in a day.
- To Research food satisfaction among students.

1.3 SCOPE OF THE STUDY

The following is the scope of study of this research:

- The Study Covers Food Expenses Among UITM Students.
- Study focuses on the food satisfaction level among UITM Students.

CHAPTER 2

METHODOLOGY

2.1 DESCRIPTION OF DATA

A collection of intriguing information is gathered, arranged, and summarized to create a description of the data. Data will be acquired from a random person or community to respond to pertinent questions, and the data will be presented in appropriate visualizations to make the data easier to understand. Raw data can thus be transformed into useful information, allowing an organization to draw conclusions and make decisions based on visual data.

2.1.1 POPULATION

The population is used to designate the complete set of items that are of interest in the research while a sample is used to designate a subset of items that are chosen from the population. In our survey, the population is all UITM students in Malaysia.

2.1.2 SAMPLE

A sample is a subset of people that are chosen from the population. Since the data obtained from the sample is used to generalize or to make a conclusion about the population, the sample must be selected in such a way that it will accurately represent its population. The sample for our survey is 82 respondents who are UITM Students.

2.1.3 SAMPLING TECHNIQUES

The sampling technique that we use is Quota sampling. This technique selects respondents who possess certain characteristics determined by the study. The sampling process is quite similar to convenience sampling, but it differs in terms of the flexibility of the researcher to choose the respondents he wants providing they fulfill the stated specification.

QUOTA SAMPLING



2.1.4 DATA COLLECTION METHOD

We use an online questionnaire for our survey. In this method, we develop and distribute our questionnaire to all UITM Students through Google Forms. We will wait for the respondents to submit the questionnaire within a specific period. Finally, 82 UITM Students were selected as the data to use in the report.

CHAPTER 3 FINDINGS

3.1 GENDER

This subtopic explains about the number of respondents based on their gender.

Gender	Number of respondents
Male	48
Female	34

Table 3.1: Table of number of respondents based on gender

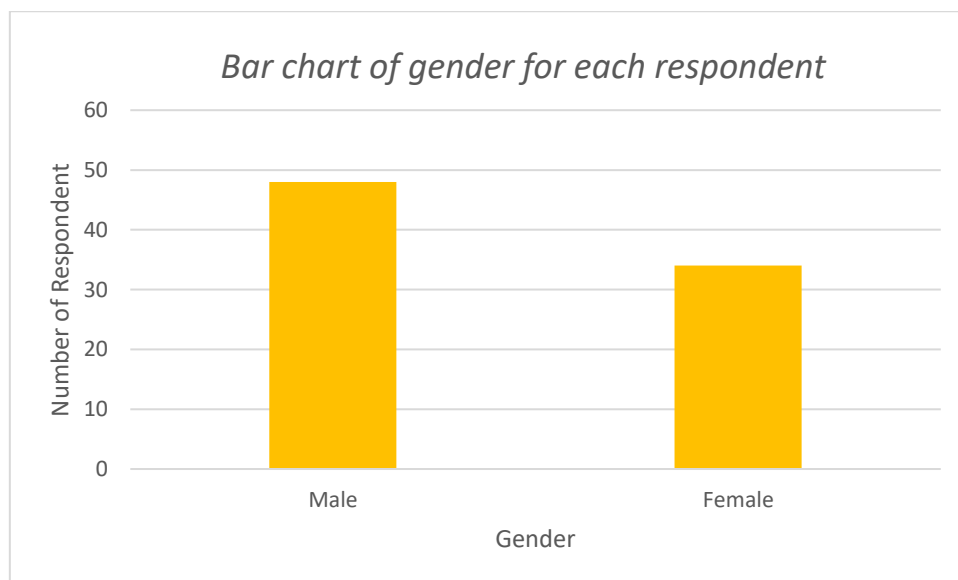


Figure 3.1: Bar chart of gender for each respondent

This bar chart concludes that most of the respondents are female by 41.4%, which means 34 people. Meanwhile the number of male respondents is 48 people which is 58.5% based on the total of 82 people altogether.

3.2 Age of respondents

Age	Mid Point	Lower Boundry	Upper Boundry	Number of People	Cumulative Frequency
18 - 20	19	17.5	20.5	57	57
21 - 23	22	20.5	23.5	20	77
24 - 26	25	23.5	26.5	4	81
27 - 29	28	26.5	29.5	1	82

Table 3.2: Table of the age for every respondent who complete the survey

$$\begin{aligned}
 1. \text{ Mean, } \bar{x} &= \frac{\sum fx}{n} \\
 &= \frac{1651}{82} \\
 &= 20.13 = 20 \text{ years old}
 \end{aligned}$$

On average, the age for the respondents in this survey is 20 years old.

$$\begin{aligned}
 2. \text{ Median} &= \frac{n}{2} \\
 &= \frac{82}{2} \\
 &= 41 \text{st place} \\
 &= L_m + \left[\frac{\frac{n}{2} - \sum fm^{-1}}{\sum fm} \right] c \\
 &= 17.5 + \left[\frac{\frac{82}{2} - 0}{57} \right] 3 \\
 &= 19.66 = 20 \text{ years old}
 \end{aligned}$$

Based on the value above, 50% of 82 people who complete this survey are 20 years old.

$$\begin{aligned}
 3. \text{ Mode} &= L + \left[\frac{f_0 - f_1}{(f_0 - f_1) + (f_0 - f_2)} \right] c \\
 &= 17.5 + \left[\frac{57 - 0}{(57 - 0) + (57 - 20)} \right] 3 \\
 &= 19.32 = 19 \text{ years old}
 \end{aligned}$$

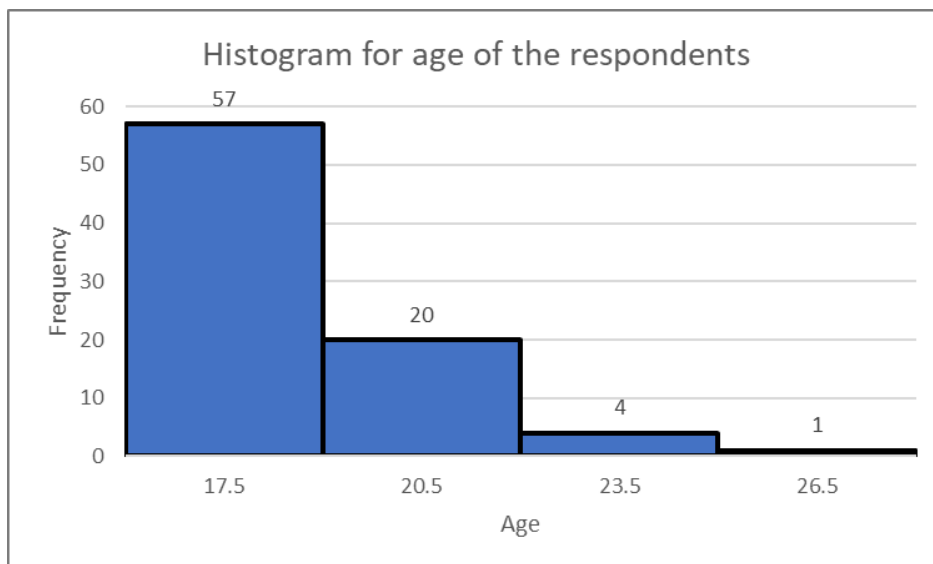
We can conclude that most of the respondents for this survey is 19 years old.

$$\begin{aligned}
 4. \text{ Variance, } s^2 &= \frac{1}{n-1} \left(\sum x^2 - \frac{(\sum x)^2}{n} \right) \\
 &= \frac{1}{81} \left(33541 - \frac{(1651)^2}{82} \right) \\
 &= 3.70 = 4 \text{ people}
 \end{aligned}$$

So, the sample variance for this survey is 4 people

$$\begin{aligned}
 5. \text{ Standard Deviation, } s &= \sqrt{\frac{1}{n-1} \left(\sum x^2 - \frac{(\sum x)^2}{n} \right)} \\
 &= \sqrt{\frac{1}{81} \left(33541 - \frac{(1651)^2}{82} \right)} \\
 &= 1.92 = 2 \text{ people}
 \end{aligned}$$

Therefore, there are 2 people for the sample standard deviation for this survey.



Graph 3.2: Histogram of the age of the respondents

Based on the histogram above, there are 82 respondents who completed this survey.

3.3 SETTLEMENT

This subtopic explains the number of respondents who are college residents and non-resident

Types of respondent	Number of respondents
Residents	61
Non-Residents	19

Table 3.3: Table of types and number of respondents

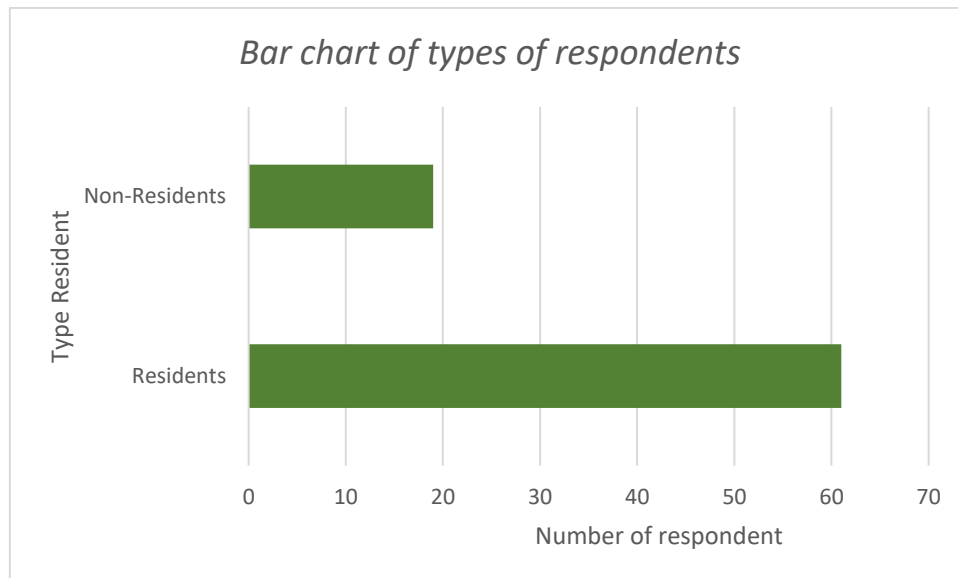


Figure 3.3: Bar chart of types of respondents

Based on the pie chart above, most of the respondents are residents which is 61 respondents.

3.4 SEMESTER

This subtopic explains number of respondents who are in semester 1,2,3,4,5 and 6

Types of respondents	Number of respondents
Semester 1	18
Semester 2	7
Semester 3	42
Semester 4	9
Semester 5	5
Semester 6	1

Table 3.4: Table of types and number of respondents

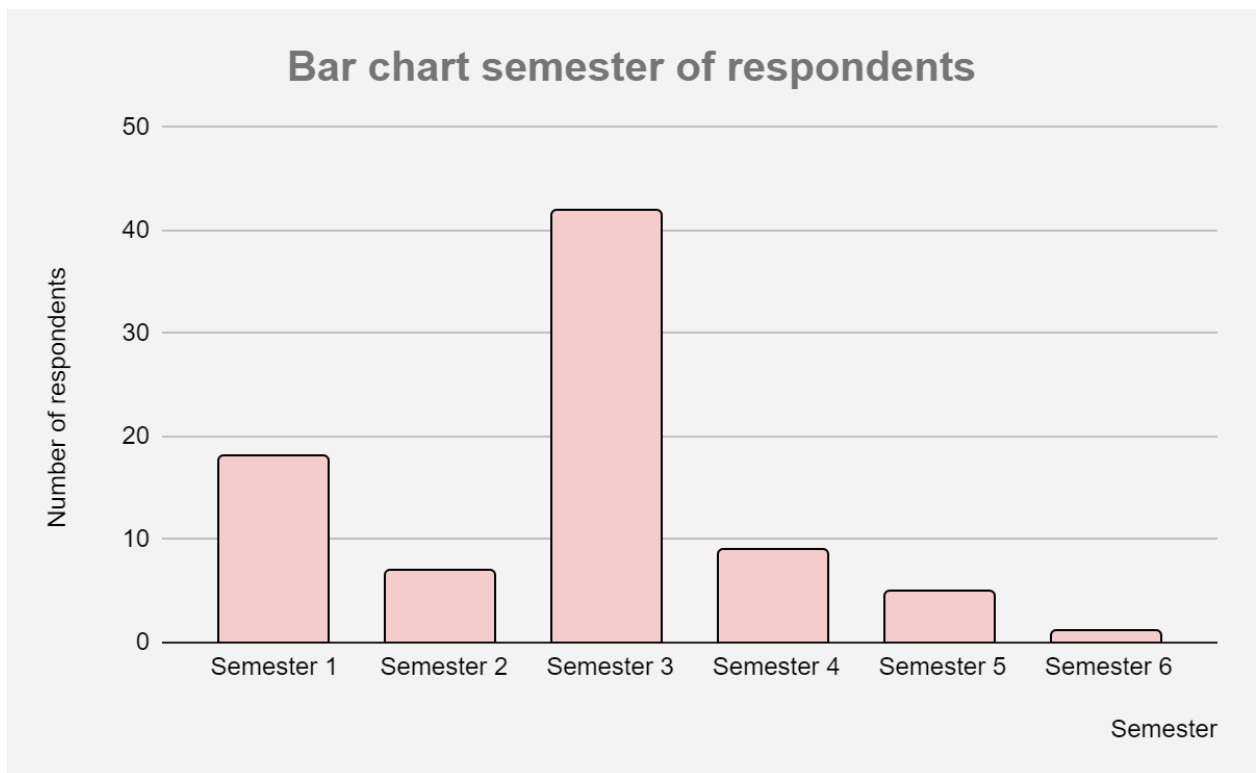


Figure 3.4: Bar chart semester of respondents

Based on the bar chart above, we can see that most of the respondents are from semester 3 in UiTM.

3.5 WHERE DO YOU PREFER GETTING FOOD?

This subtopic explains types of places of respondents with its number of respondents

Types of places	Number of respondents
Eating out	27
Eating in	63
Online food services	20
cook	22

Table 3.5: Table of types of places and number of respondents

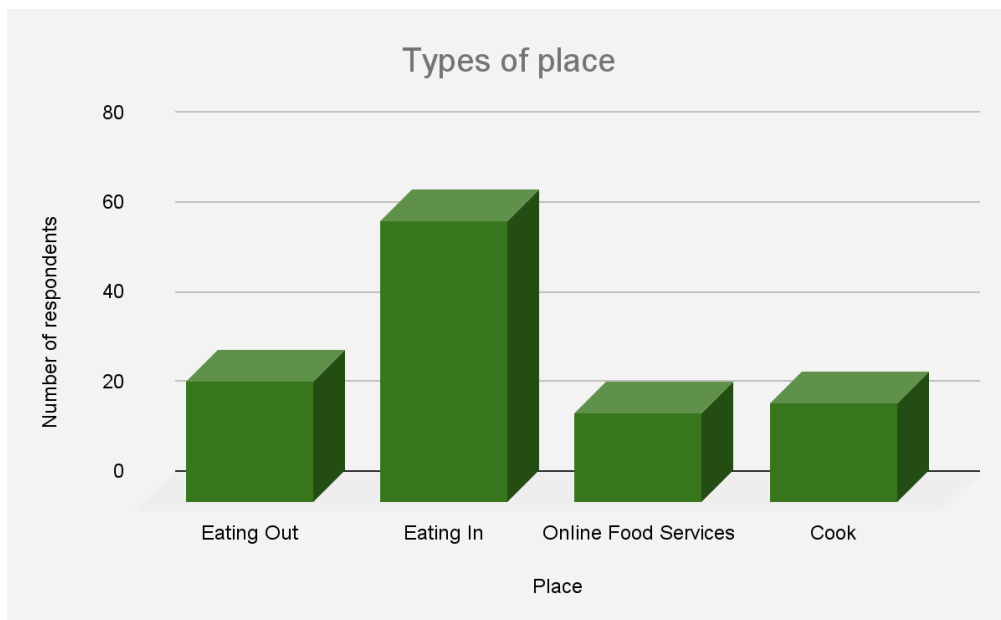


Figure 3.5: Bar chart type of place of respondents

Based on the bar chart above, we can see that most of the respondents prefer to eat inside campus.

3.6 WHAT DO YOU PREFER TO SPEND YOUR MONEY ON?

This subtopic explains on what respondents prefer to spend money on with its number of respondents

what do respondents prefer to spend money on	number of respondents
Food	77
Housing	12
Apparel	0
Entertainment	27
Transportation	12
Others	2

Table 3.6: Table of types of what respondents prefer to spend money on

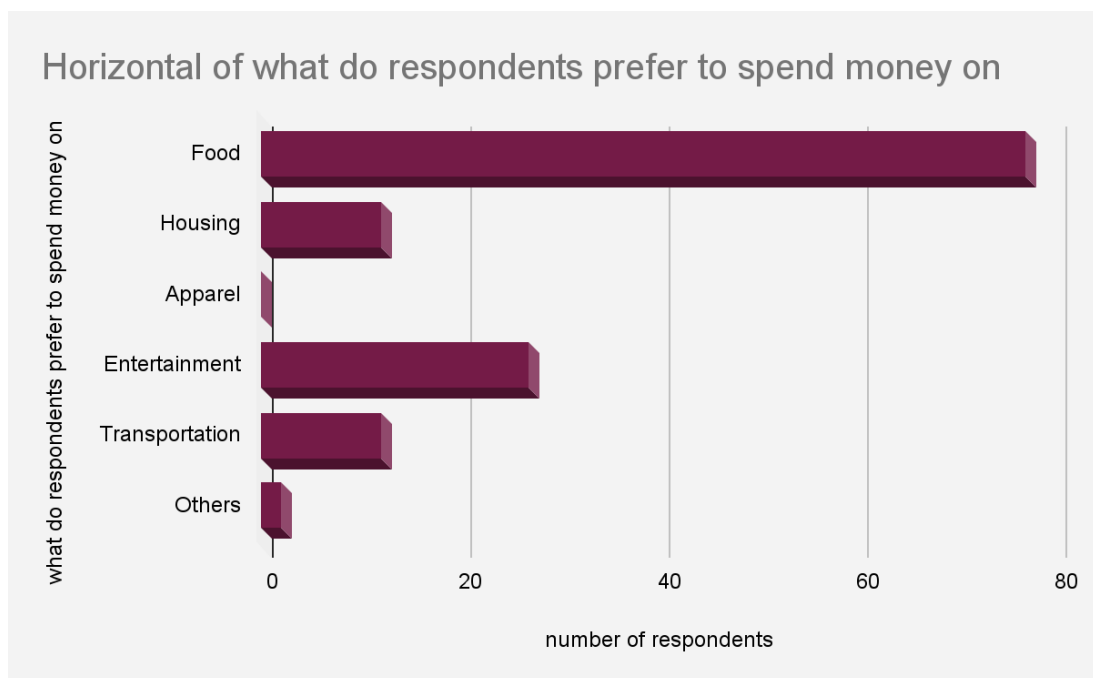


Figure 3.6: Bar chart type what respondents prefer to spend money on

Based on the bar chart above, we can see that most of the respondents prefer to spend money on food.

3.7 HOW MANY TIMES DO YOU EAT IN A DAY?

This subtopic explains how many times respondents eat in a day.

How many times	Number of respondents
Once a day	9
Twice a day	60
Thrice a day	13

Table 3.7: Table of times and number of respondents

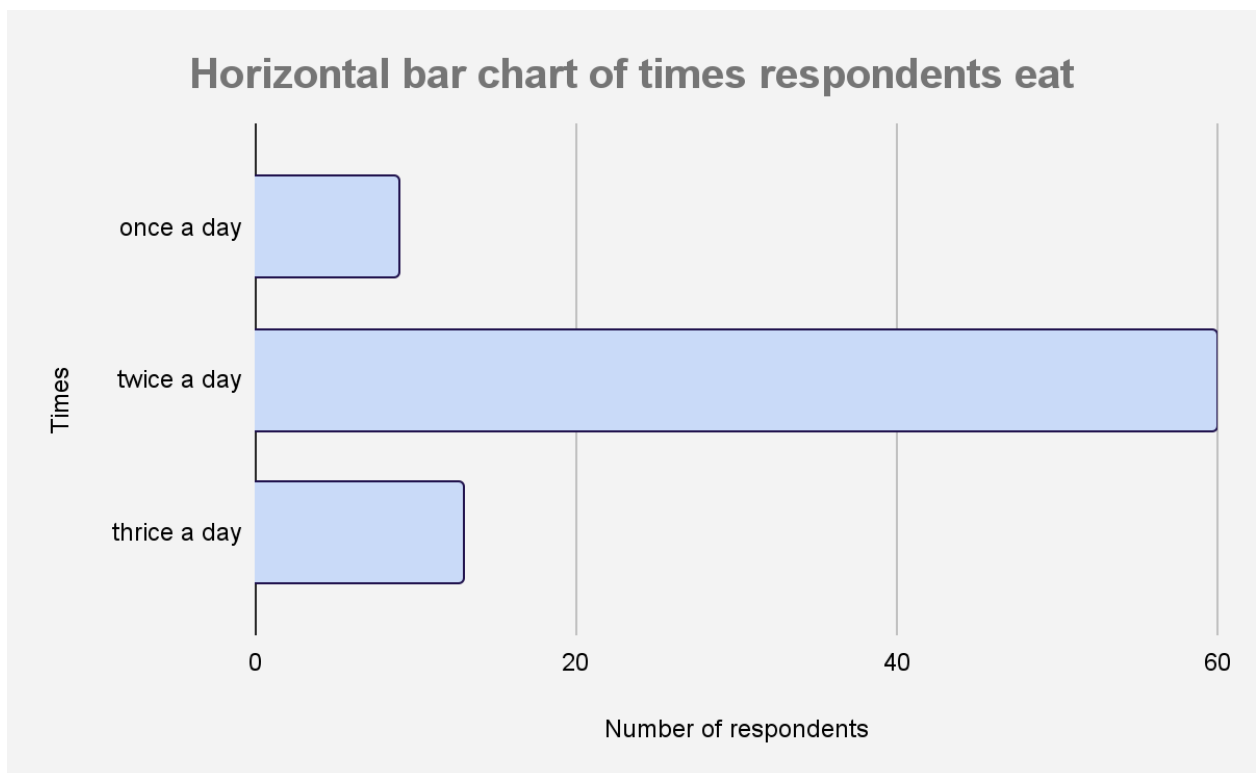


Figure 3.7: Horizontal bar chart of times of respondents eat

Based on the horizontal bar chart above, most of the respondents eat twice a day which is 60 respondents.

3.8 WHAT TIME DO YOU PREFER MOST TO EAT?

This subtopic explains What Time Do Respondents Prefer Most in a day

Most preferred time to eat	Number of respondents
Breakfast	2
Lunch	40
Dinner	26
Brunch	13
Others	1

Table 3.8: Table of times and number of respondents

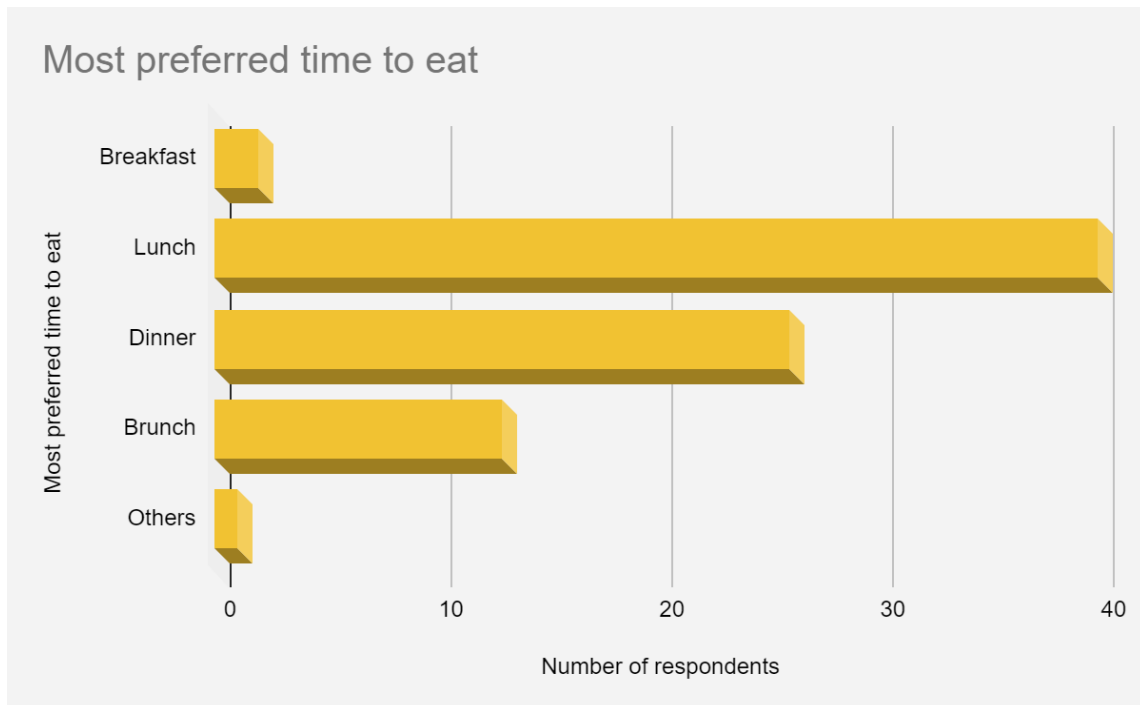


Figure 3.8: Vertical bar chart of times of respondents eat

Based on the horizontal bar chart above, most of the respondents prefer to eat lunch.

3.9 HOW MUCH DO YOU SPEND ON FOOD EVERYDAY?

Total Money Spend	Mid Point	Lower Boundry	Upper Boundry	Number of people	Cumulative Frequency
RM 1 - RM 5	3	0.5	5.5	5	5
RM 6 - RM 10	8	5.5	10.5	10	15
RM 11 - RM 15	13	10.5	15.5	22	37
RM 16 - RM 20	18	15.5	20.5	26	63
RM 21 - RM 25	23	20.5	25.5	19	82

Table 3.9: Table of total money spend for every respondent who complete the survey

$$1. \text{ Mean, } \bar{x} = \frac{\sum fx}{n}$$

$$= \frac{1286}{82}$$

$$= 15.68 = \text{RM } 16$$

On average, the total money spend for the respondents in this survey is RM 16.

$$2. \text{ Median } = \frac{n}{2}$$

$$= \frac{82}{2}$$

$$= 41\text{st place}$$

$$= L_m + \left[\frac{\frac{n}{2} - \sum fm^{-1}}{\sum fm} \right] c$$

$$= 15.5 + \left[\frac{\frac{82}{2} - 37}{63} \right] 5$$

$$= 16.01 = \text{RM } 16$$

Based on the value above, 50% of 82 people who complete this survey spend RM 16.

$$3. \text{ Mode } = L + \left[\frac{f_0 - f_1}{(f_0 - f_1) + (f_0 - f_2)} \right] c$$

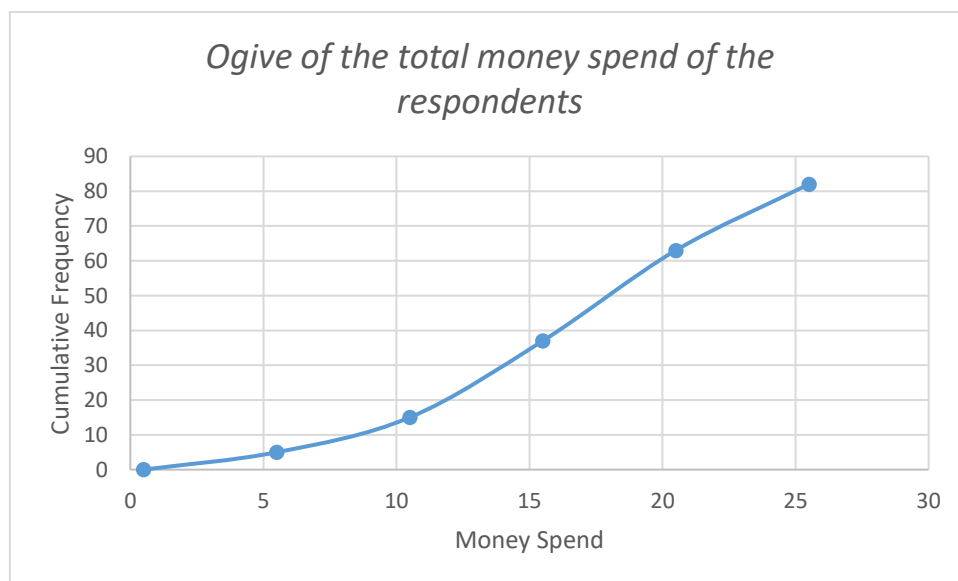
$$= 15.5 + \left[\frac{26 - 22}{(26 - 22) + (26 - 19)} \right] 5$$

$$= 17.32 = \text{RM } 17$$

We can conclude that most of the respondents spend RM 17 per day.

4. Variance, $s^2 = \frac{1}{n-1} \left(\sum x^2 - \frac{(\sum x)^2}{n} \right)$
 $= \frac{1}{81} \left(22878 - \frac{(1286)^2}{82} \right)$
 $= 33.45$

5. Standard Deviation, $s = \sqrt{\frac{1}{n-1} \left(\sum x^2 - \frac{(\sum x)^2}{n} \right)}$
 $= \sqrt{\frac{1}{81} \left(22878 - \frac{(1286)^2}{82} \right)}$
 $= 5.78$



Graph 3.9: Ogive of the total money spend of the respondents

Based on the ogive chart above, we can conclude that most of the respondents spend their total money spent between RM 16 - RM 20.

3.10 DO YOU PRIORITIZE FOOD MONEY?

This subtopic explains that respondents prioritize their money for food.

Evaluation	Number of respondents
Yes	60
No	4
Maybe	18

Table 3.10: Table of respondent's evaluation based on prioritize money for food

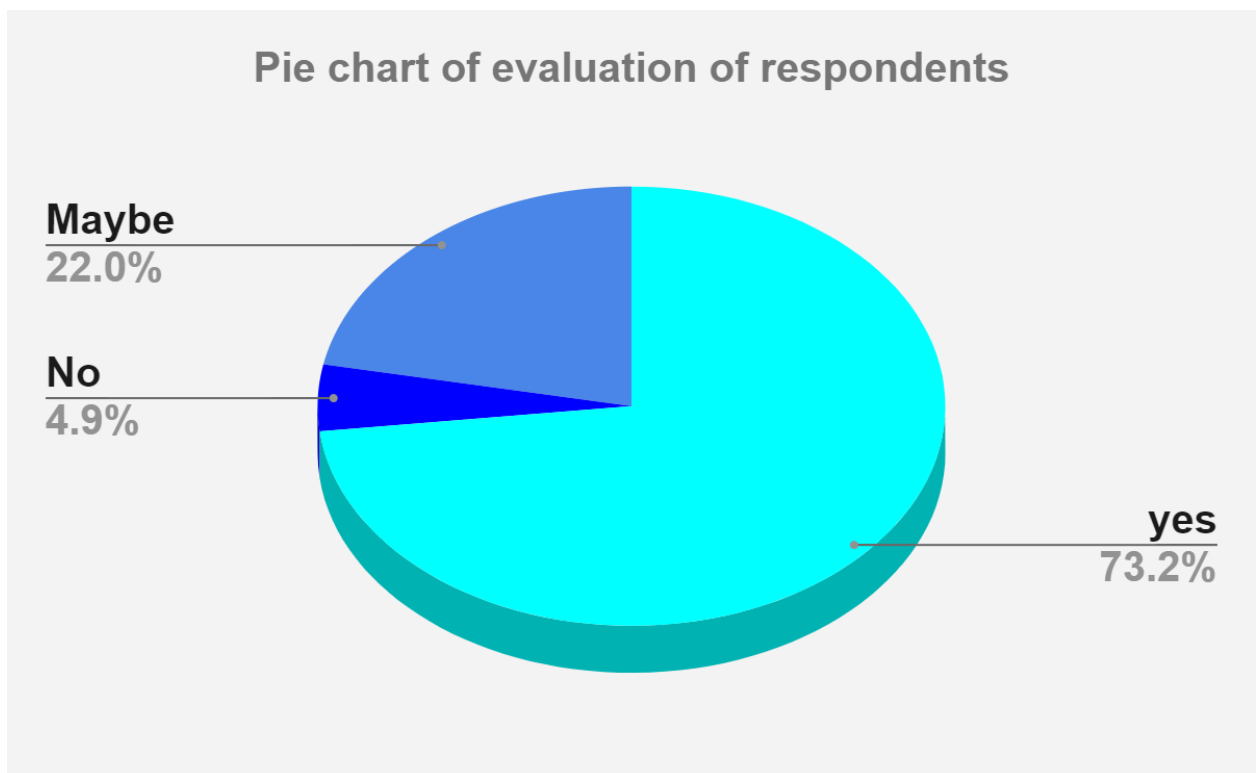


Figure 3.10: Pie chart of respondent's evaluation based on prioritize money for food

We can conclude, most of the respondents prioritize their money for food which is 60 respondents.

3.11 DO YOU THINK YOU HAVE ENOUGH FOOD MONEY TO SURVIVE A WHOLE WEEK?

This subtopic explains that either respondent have enough food money for the whole week.

Evaluation	Number of respondents
Yes	38
No	19
Maybe	25

Table 3.11: Table of respondent's evaluation based on

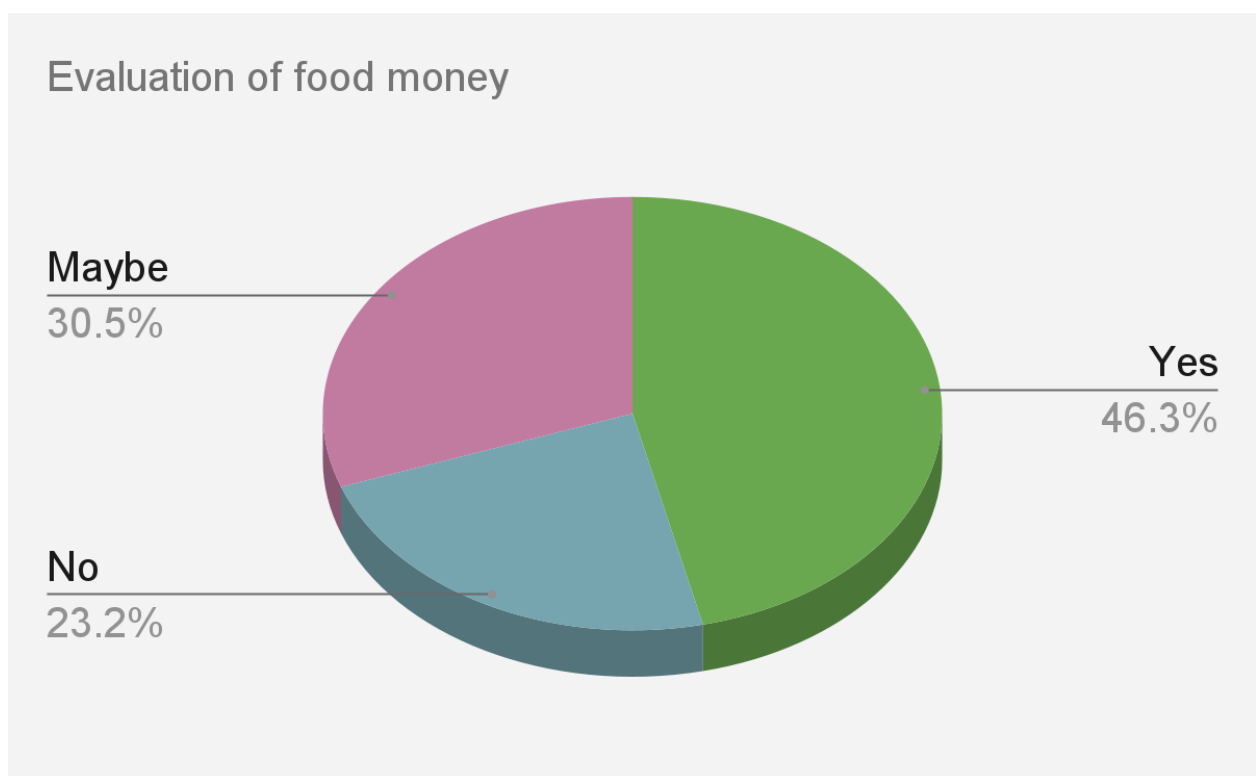


Figure 3.11: Pie chart of respondent's evaluation on their food money

By looking at the pie chart above, we can say that most of the respondents have enough food money with 38 respondents

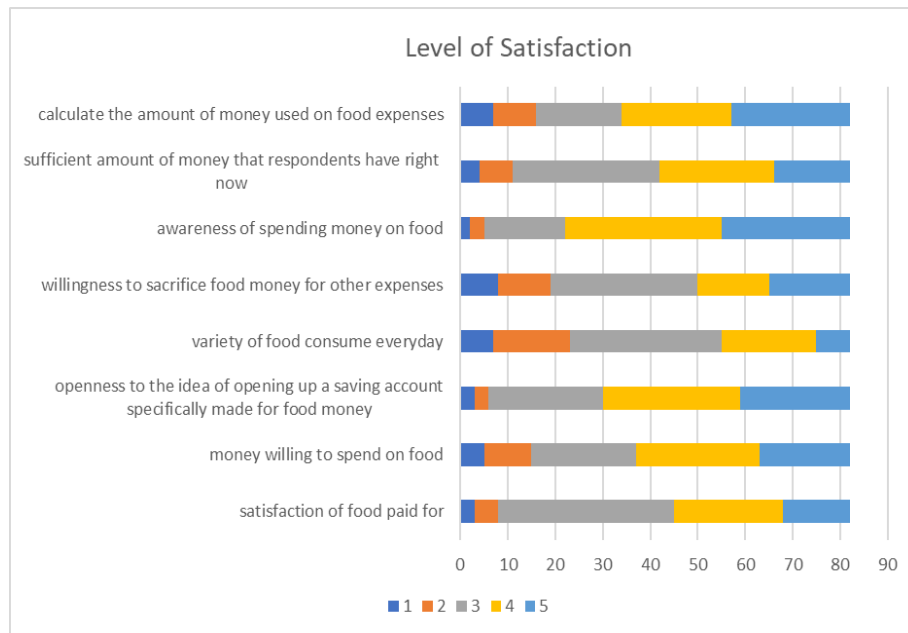
3.12 LEVEL OF SATISFACTION

This subtopic explains the level of respondents' satisfaction

1- Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree.

Level of Satisfaction	calculate the amount of money used on food expenses	sufficient amount of money that respondents have right now	awareness of spending money on food	willingness to sacrifice food money for other expenses	variety of food consume everyday	openness to the idea of opening up a saving account specifically made for food money	money willing to spend on food	satisfaction of food paid for
Rating	Number of Respondents							
1	3	5	3	7	8	2	4	7
2	5	10	3	16	11	3	7	9
3	37	22	24	32	31	17	31	18
4	23	26	29	20	15	33	24	23
5	14	19	23	7	17	27	16	25

Table 3.12: Table of level of respondents' satisfaction based on food expenses



Graph 3.12: Vertical stack bar chart for level of satisfaction

Based on the stacked bar chart shown, we can say that 37 out of 82 respondents were neutral with the calculation of the amount of money used on food expenses, 23 respondents agree, 14 respondents strongly agree. But there are 5 respondents who disagree with it and the other 3 respondents strongly disagree.

Next, for the sufficient amount of money that respondents have right now. There are 22 respondents who are neutral with it, 26 agree and 19 respondents strongly agree that they are satisfied. Meanwhile, the rest 15 respondents disagree and strongly disagree because they are not satisfied with the cleanliness.

Other than that, 24 respondents are satisfied as being neutral for the awareness of spending money on food followed by 29 respondents that agree, and 23 respondents strongly agree about the awareness of spending money on food. There are also 3 respondents who disagree and the rest of 3 respondents strongly disagree because they are not satisfied with the awareness of spending money on food.

Willingness to sacrifice food money for other expenses makes 7 respondents out of 82 strongly disagree, followed by 16 respondents who disagree, the other 32 respondents being neutral, 20 respondents agree and the rest of 7 respondents strongly agree that they are willing to sacrifice food money for other expenses.

Beside that, based on the variety of food consumed everyday, there are 31 respondents being neutral about it followed by 15 respondents that agree and 17 respondents strongly agree. The rest 19 respondents both disagree and strongly disagree because they felt that there is not much variety of food that is available within their reach.

Furthermore, 27 out of 82 respondents strongly agree with the openness to the idea of opening up a savings account specifically made for food money followed by 33 respondents who agree. There are also 17 respondents who are neutral with the idea of opening up a savings account specifically made for food money. The remaining 5 respondents both disagree and strongly disagree.

Moreover, some of the respondents are not willing to spend their money on food. As we can see, there are 7 respondents who disagree and 4 respondents who strongly disagree. There are also 31 respondents who are being neutral while 24 respondents agree and 16 respondents strongly agree.

Lastly, based on the data received, there are 9 respondents who disagree and 7 respondents who strongly disagree with the satisfaction of food paid for. But there are 18 respondents who are being neutral. Meanwhile, 23 respondents agree with the satisfaction of food paid for and the rest strongly agree.

CHAPTER 4

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

In conclusion, all of our objectives have been achieved in this study. The first objective that has been achieved is to pinpoint food expenses in everyday life among UiTM students. There are a few questions that have been asked in the questionnaire to achieve the first objective. For example, how much money do you spend on food expenses? Most of the respondents spend around RM 16 to RM 20 daily. This shows that the amount of money that UiTM students spend on food daily is quite high due to the reason that nowadays most of the price for food are quite high.

The second objective that has been achieved is to find students' preferences on where they like to get their food. The question that has been asked to achieve this objective is where you prefer getting food. In this question, most of the respondents prefer to have their meals in the campus cafeteria or canteen. This may happen because of the affordable price that campus cafeteria or canteen offers. Others than that it is also because the distance between class room and cafeteria are quite near and students can easily access to them without using any transportation.

Furthermore, the objective that we have achieved is to analyze the number of times students eat in a day. The question that the respondents answered for us to achieve this objective is how many times you eat in a day. The result shows that most of the respondents are having their meal twice a day. We could conclude that most of the students are willing to skip a meal to have some extra money to spend on other things or save some money.

Next, the objective that has been achieved is to research food satisfaction among students. There are several questions that have been asked to achieve this objective. For example, I am satisfied with the food that I paid for, I eat a wide variety of foods every day, and I am willing to spend more money on food. Most of the answers that we received are neutral. This shows that UiTM students are still indecisive about their choice on the food, and they are okay with the food provided to them.

In this study, we can conclude that food consumption and food expenses is one of the problems that are faced by UiTM students. Even though the food price at UiTM is affordable, there are some students that are still struggling to balance their allowances or savings between their spending on food and other necessities. Besides, the variety of food and quality of food that are provided at the campus cafeteria and canteen is also one of the problems that make UiTM students willing to spend their money on outside food which is pricier and some of them are willing to skip a meal.

4.2 RECOMMENDATION

Based on the respondent's satisfaction with food expenses in everyday life amongst students in UiTM, we can conclude that there are pros and cons in everything that respondents do. So, we have found solutions to solve all these problems and make wise choices.

Most of the respondents have complained about the price of the food. They will be able to pay for the food if the price of the food is below RM 5. This is because not everyone at the UiTM comes from a rich family. It is really making sense why they are complaining about the price of the food. Most of the respondents begged to lower the price of the food. It is because, with the money that they save, they can buy books for their studies.

Next, all the students need to set their own budget for food expenses. This is because by doing this they can use their money more wisely and safely. They will get many benefits by setting their budget, for example, they can know how to save money and use it effectively. So, by doing it students will never expand more than what they want and afford.

Finally, students can save money by not buying expensive food too often. They can buy expensive food at least once a week or twice a week as a self-reward for the achievement that they get. It is to make sure they do not spend all their money only on food. It can ensure them from not having enough money to survive in university life.

SATISFACTION ON AIRLINE SERVICES IN MALAYSIA



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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Airline services are known as the services that are performed by an airline, such as flights between different locations to convey people, freight, and mail. In Malaysia, there are many airline services such as Airasia, Malaysia airline, Batik Air Malaysia and many more. Most people use airline service as transportation for their journey whether to travel internationally or domestically.

There are also some industries that use airline services to deliver goods to other places to fulfill the customer's demand. In other words, airline services are performed to generate economic development. Although the airline industry managed to increase their development, there are still many problems that people face while using the airline services. For instance, delayed flights, lost baggage, bad customer service and many more. Delayed flights become a big issue as the flight keeps getting delayed for more than an hour and the passengers must wait or some flight might get canceled at the last minute. Thus, in our study, we are focusing more on airline services for passengers.

Aside from that, all of the research we conducted with Malaysians who had used airline services during their travels focused on determining satisfaction with airline services in Malaysia. We would also like to know how often people fly annually and for what purpose. The most important aspect is that we wish to examine their experience in utilizing airline services.

1.2 Objectives of Study

The following are the overall objectives of this study:

1. To determine how often most people in Malaysia fly every year.
2. To determine whether Malaysian people like to travel international or domestic routes.
3. To investigate their purpose in taking the airline flight.
4. To determine what type of incident occurred during their flight.
5. To determine which airlines are the most popular among travelers.
6. To determine the level of satisfaction on the airline services among airline passengers.

1.3 Scope of the study

The following are the scope of the study of this research:

1. Malaysian people who have been experienced in using the airline services.
2. The study covers all airline services in Malaysia.
3. All the data and information collected from the Google Form is the total of 81 respondents.
4. Focusing on the level of satisfaction airlines services in Malaysia.

CHAPTER 2

METHODOLOGY

2.1 Description of Data

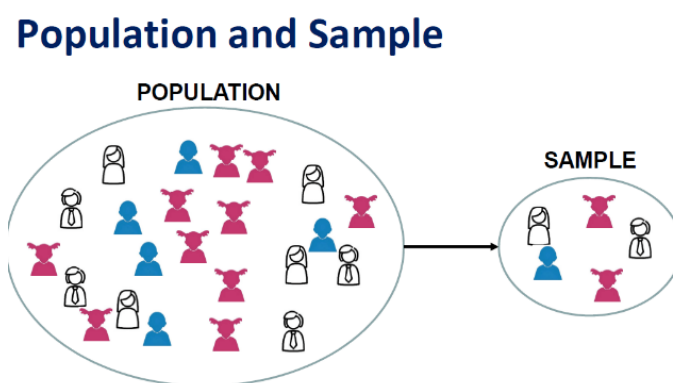
This chapter is to generate accurate and fascinating survey or area survey findings, description data is a systematic method of gathering and analyzing data from several sources. A person or organization can analyze outcomes, answer pertinent questions, and make predictions about probability and potential trends by gathering data. Maintaining research integrity, making informed business decisions, and assuring quality assurance all depend on reliable data collecting.

2.1.1 Population

Population is referred to as the selection of the item from the population is referred to as sample, whereas the entire collection of things that are relevant to the research. In our survey the population is from all the Malaysian people in each state.

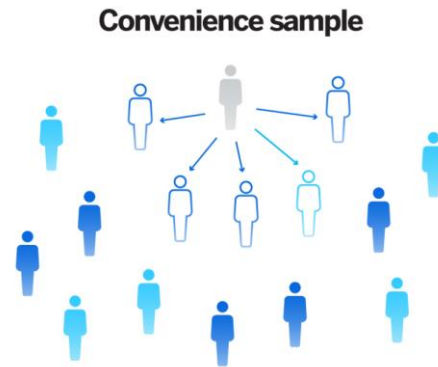
2.1.2 Sample

Sample is a term for a selection of individuals from the entire population. Sample of our survey is about 81 respondents in the level of satisfaction on the airline service in Malaysia.



2.1.3 Sampling Technique

The sampling technique that we used is the non-probability convenience sampling. This technique is the procedure where the selection of respondents is at the convenience of a researcher. We distributed the questionnaire for them to answer.



2.1.4 Data Collection Method

Our research is conducted using an online survey. Using Google Form, we create and distribute our questionnaire to every Malaysian citizen. Using Google Form, we will monitor the submission of survey responses. Due to the fact that each citizen had an equal chance of being included in the sample, 81 individuals were eventually selected for the study.

CHAPTER 3 FINDINGS

3.1 LIST OF STATE IN MALAYSIA

STATE	RESPONDENT
KELANTAN	1
KEDAH	4
PAHANG	3
PERLIS	0
PULAU PINANG	1
PERAK	2
SELANGOR	48
SABAH	3
SARAWAK	0
MELAKA	1
JOHOR	7
NEGERI SEMBILAN	5
TERENGGANU	1
WILAYAH PERSEKUTUAN	5
LABUAN	0

Table 3.1: State in Malaysia

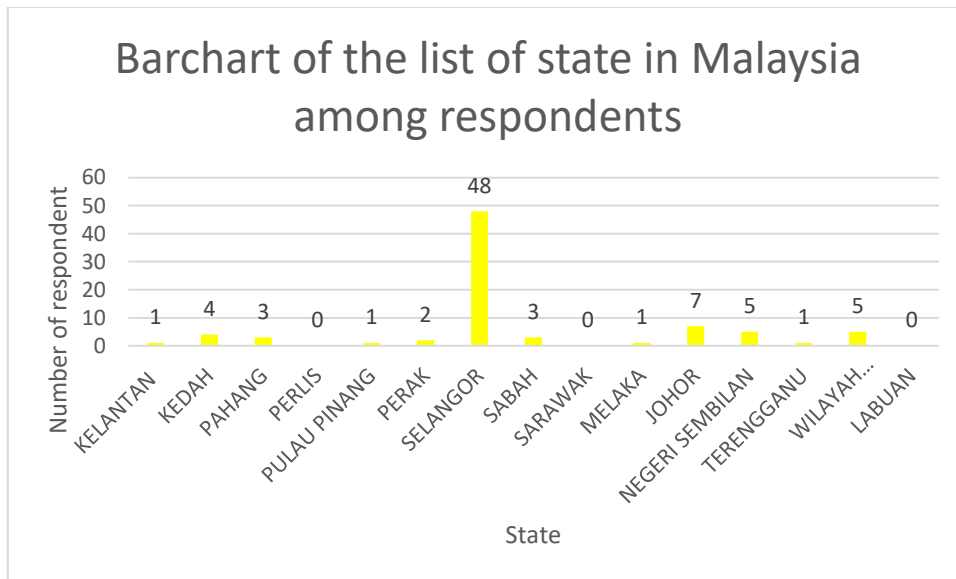


Diagram 3.1 Bar chart of the list of state in Malaysia among respondents

According to the chart above Selangor is the most favored and highest-ranking state in Malaysia, with a percentage of 59.3% and 48 highest responses, whereas Penang is at 8.6% and has one respondent.

3.2 TYPE OF GENDER

GENDER	NUMBER OF RESPONDENTS
MALE	16
FEMALE	65

Table 3.2: Type of Gender

Bar Chart of Gender Among The Respondents

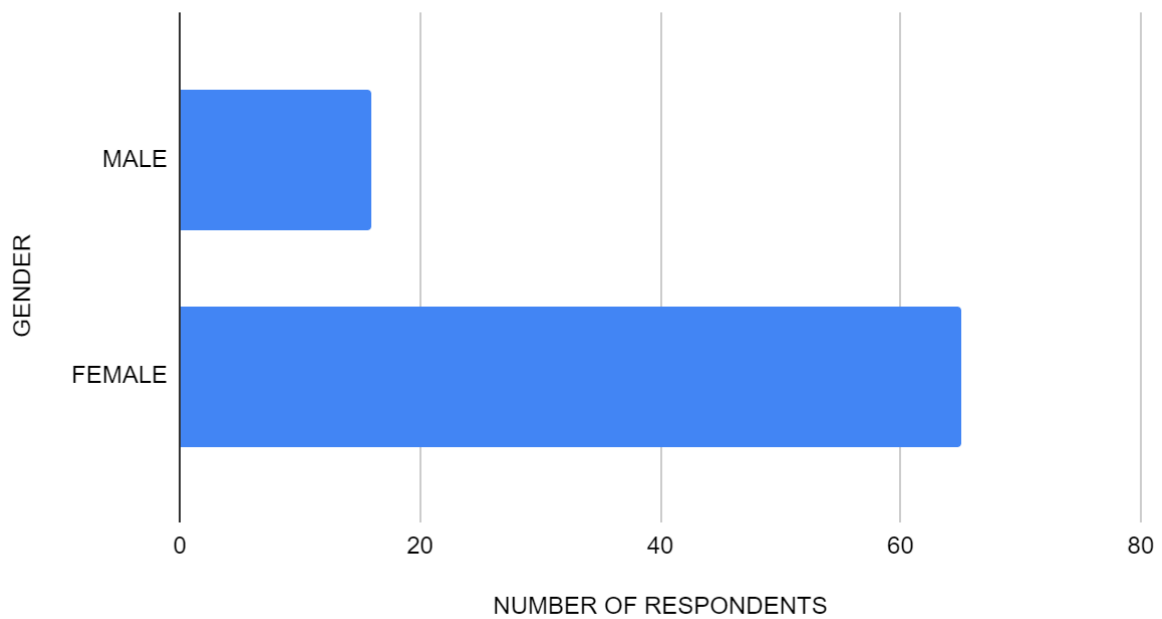


Diagram 3.2 Bar chart of the gender among the respondents

The bar chart stated that the gender distribution of respondents are 16 men and 65 women.

3.3 RESPONDENTS AGE OF CATEGORY

AGE	NUMBER OF RESPONDENTS	UPPER BOUNDARY	CUMULATIVE FREQUENCY
15-17	1	17.5	1
18-20	42	20.5	43
21-23	8	23.5	51
24-26	30	26.5	61

Table 3.3: Respondents Age Category

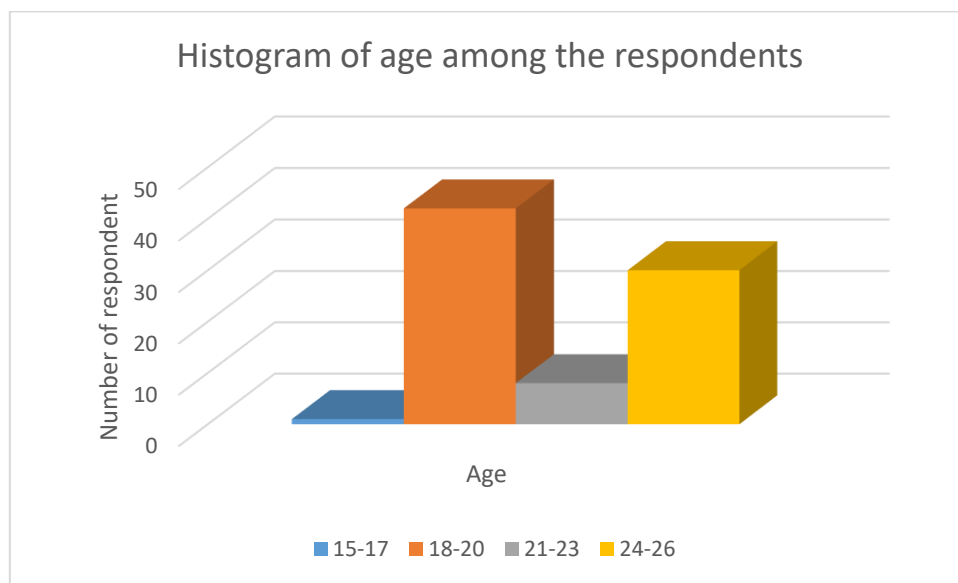


Diagram 3.3 Histogram of age among the respondents

Simple ogive above shows the age group of respondents is between 18 to 20 years old (42 respondents), followed by 24 - 40 years old (30 respondents), and lastly 21 to 23 years old (8 respondents).

$$\begin{aligned}
 \text{Mean } x &= \frac{\sum fx}{\sum f} \\
 &= \frac{1740}{82} \\
 &= 21.48
 \end{aligned}$$

$$\text{Median, } \hat{x} = L_m + \left(\frac{\frac{\Sigma f_x}{2} - \Sigma f_{m-1}}{\Sigma f_m} \right) \times C$$

$$\begin{aligned} \text{Median} &= L_m + [(n/2 - \Sigma f_{m-1})/\Sigma f_m] \times C \\ &= 20.5 + [(81/2 - 43)/8] \times 3 \\ &= 19.56 \end{aligned}$$

$$\text{Mode} = L_{mo} + \left(\frac{\Delta_1}{\Delta_1 + \Delta_2} \right) \times C$$

$$\begin{aligned} \text{Mode} &= 20.5 + [(8 - 42)/(8 - 42) + (8 - 51)] \times 3 \\ &= 21.82 \end{aligned}$$

3.4 TYPE OF RESPONDENT OCCUPATION

TYPE OF OCCUPATIONS	NUMBER OF RESPONDENTS
STUDENT	49
WORKER	23
UNEMPLOYED	6
RETIRED	1
RETIREE	1
HOUSEWIFE	1

Table 3.4: Type of Respondents Occupation

Pie Chart of Respondents Occupation

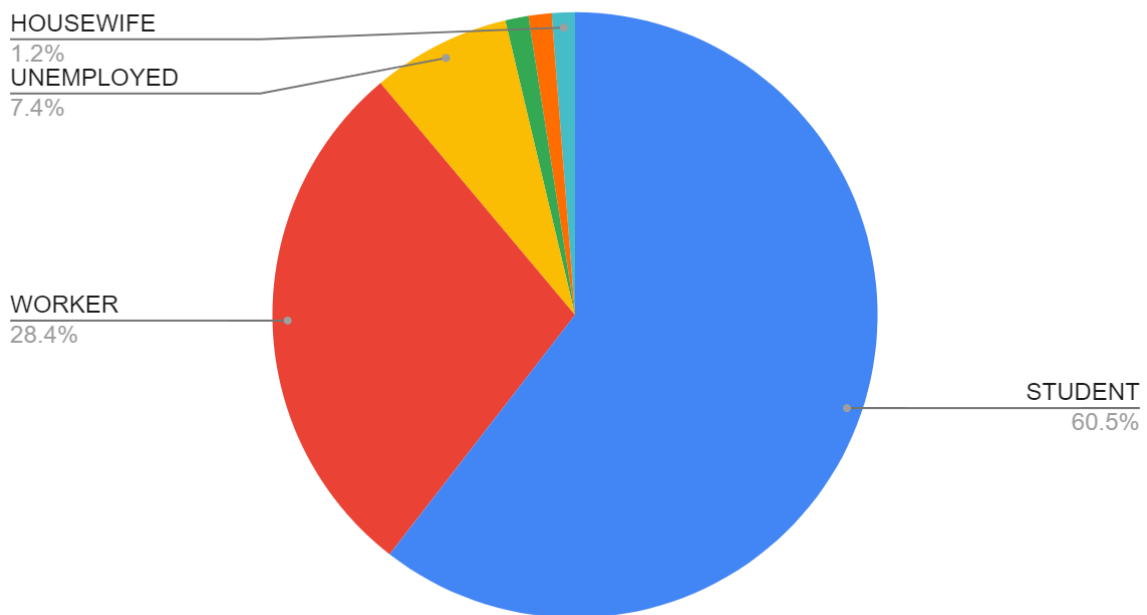


Diagram 3.4 Simple pie chart of the type of occupation among the respondents

According to the simple pie chart above, 60.5 % of students are the most popular and highest of 49 respondents in occupation, followed by 28.4% equivalent to 23 employee respondents.

3.5 TYPE OF RESPONDENTS DESTINATIONS

DESTINATIONS	NUMBER OF RESPONDENTS
ABROAD	10
IN MALAYSIA ONLY	43
BOTH	28

Table 3.5: Type of Respondents Destination

Bar Chart Destinations of The Respondents

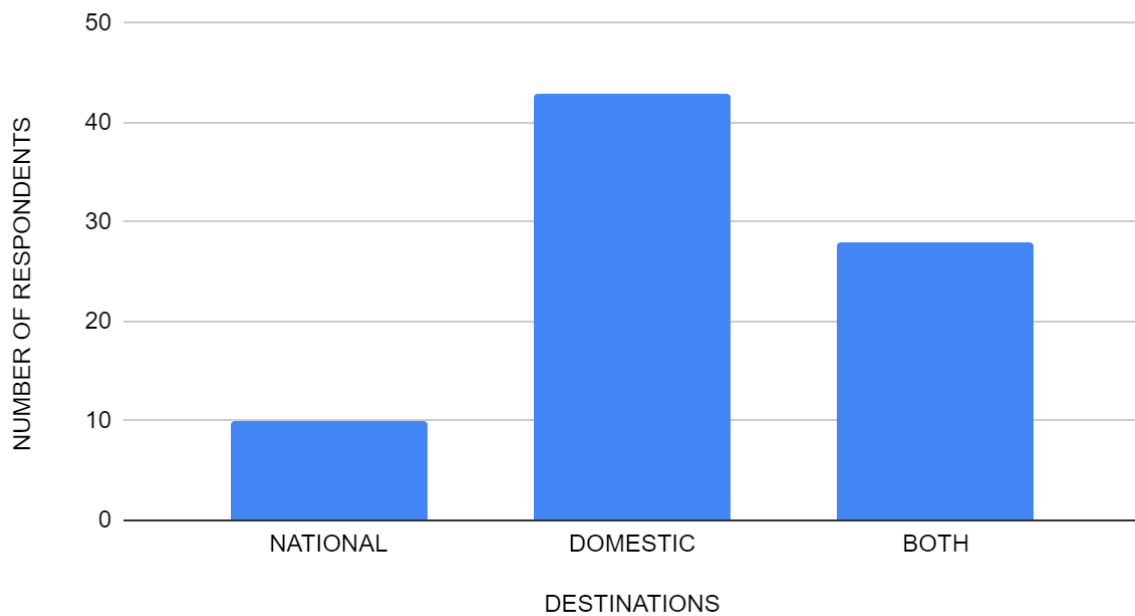


Diagram 3.5 Simple bar chart type of destination among the respondents

The above bar graph reveals that 43 respondents are only going to destinations in Malaysia, 28 respondents are going to both Malaysia and international destinations, while 10 respondents are going overseas.

3.6 NUMBER OF FREQUENCY RESPONDENTS FLY FOR A YEAR

NUMBER OF FREQUENCY FLY FOR A YEAR	NUMBER OF RESPONDENTS	UPPER BOUNDARY	CUMULATIVE FREQUENCY
1	40	1.5	40
2	13	2.5	53
3	5	3.5	58
4	5	4.5	63
5	5	5.5	68

Table 3.6: Number of Frequency Respondent Fly For A Year

Ogive of The Frequency Respondents Fly For A Year

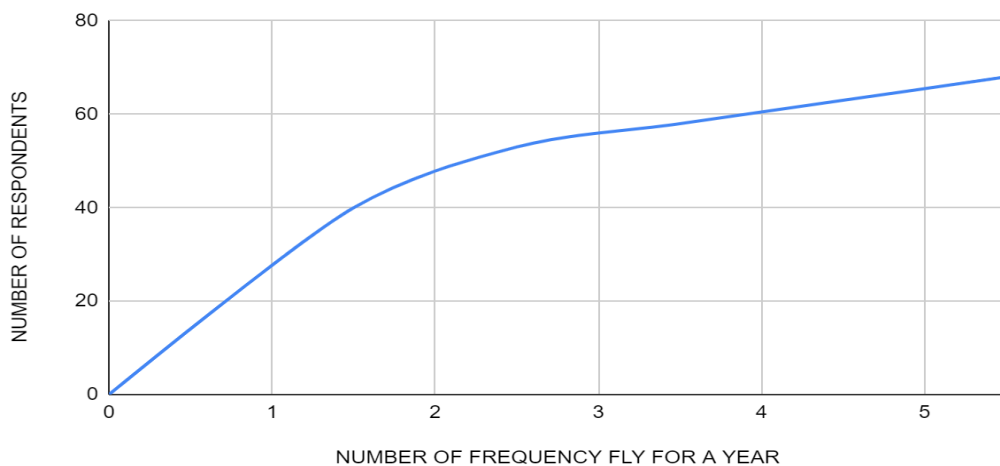


Diagram 3.6 Pie chart of the frequency respondent fly for each year

The pie chart above shows that the percentage of respondents who fly once a year are 49.4% which has 40 respondents. Meanwhile respondents who fly twice a year are 16% which has 13 respondents.

$$\begin{aligned} \text{Mean} &= \frac{101}{10} \\ &= 10.5 \end{aligned}$$

$$\text{Median} = 9$$

$$\text{Mode} = 1$$

3.7 PURPOSE OF RESPONDENTS FOR TAKING THE FLIGHT

PURPOSE OF THE FLY	NUMBER OF RESPONDENTS
BUSINESS	1
VISITING FAMILY OR FRIENDS	13
STUDY	15
LEISURE TRAVEL	49
OTHERS	3

Table 3.7: Purpose of Respondent For Taking The Flight

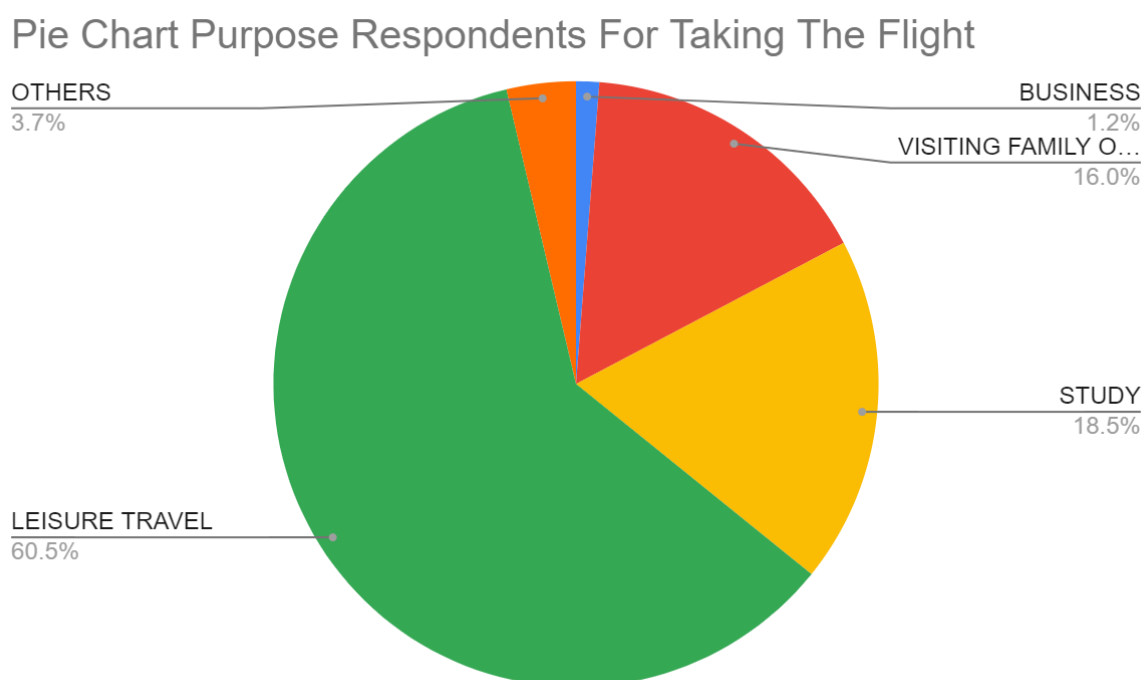


Diagram 3.7 Pie chart of the purpose respondents for taking the flight.

According to the pie chart above, 60.5% of respondents are taking flight for leisure travel, which includes 49 respondents, 18.5% of respondents are taking flight for study, which includes 15 respondents and 16% of respondents are taking flight for visiting family or friends, which includes 13 respondents.

3.8 SCALE OF CUSTOMERS SATISFACTION OF I AM HAVING A GREAT EXPERIENCE OF THE OVERALL SERVICE DURING THE FLIGHT

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	5
DISAGREE	18
NATURAL	22
AGREE	27
STRONGLY AGREE	9

Table 3.8: Scale of customers satisfaction of having a great experience of the overall service during the flight.

Bar Chart of I am having a great experience of the overall service during the flight

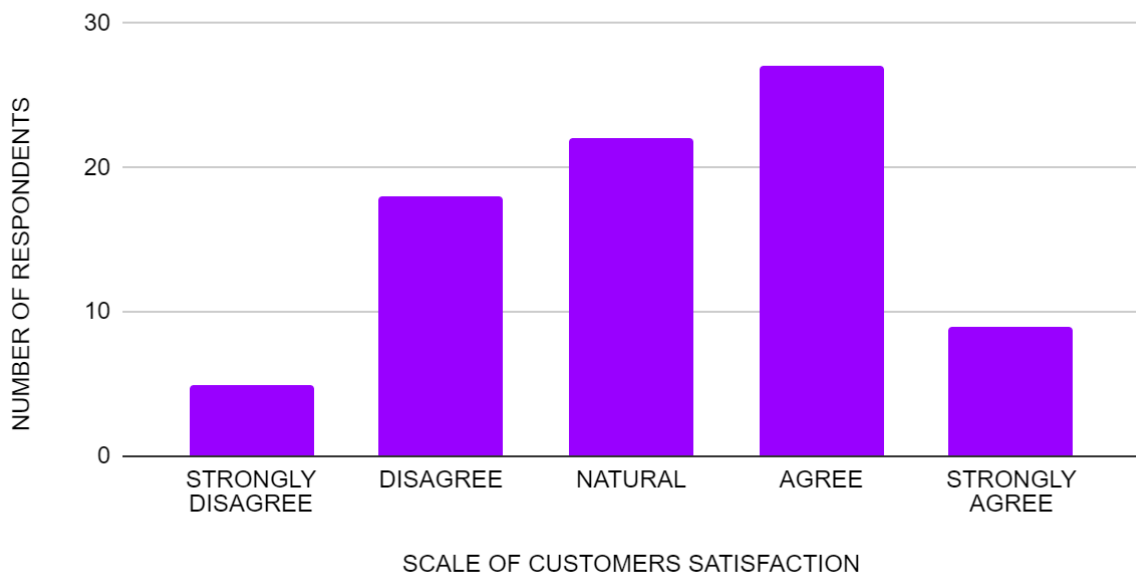


Diagram 3.8: Barchart of customer satisfaction having a great experience of the overall service during the flight.

We may infer from the bar chart that the majority of respondents agree and had a wonderful experience with the overall service during the flight. Meanwhile, five people are strongly disagree, along with the remaining 18 respondents.

3.9 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE DEPARTURE AND ARRIVAL TIME

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	6
DISAGREE	18
NATURAL	21
AGREE	30
STRONGLY AGREE	6

Table 3.9: Scale of customers satisfaction of the satisfaction with the departure and arrival time

Bar Chart of I am satisfied with the departure and arrival time

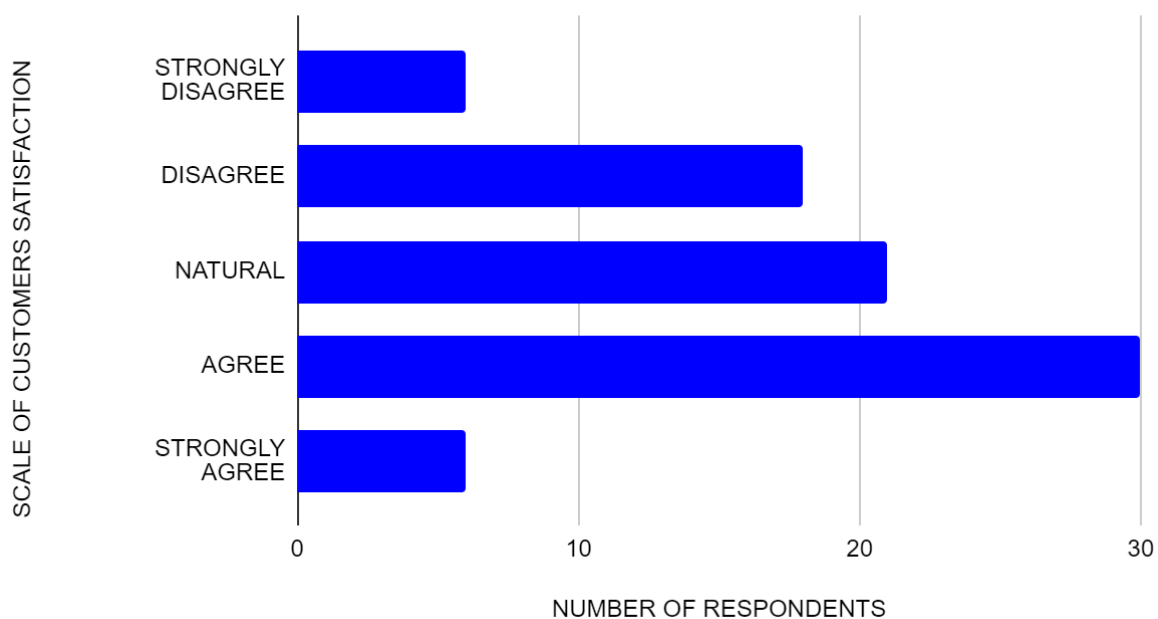


Diagram 3.9: Bar chart of scale of customers satisfaction of the satisfaction with the departure and arrival time

We can infer from the bar chart that the majority of respondents approved of the departure and arrival times. There are six people that strongly disagree and the remaining 18 respondents are disagree with the departure and arrival times.

3.10 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE GROUND SERVICES (TICKETING, BAGGAGE HANDLING, CHECK-IN)

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	9
DISAGREE	16
NATURAL	22
AGREE	25
STRONGLY AGREE	9

Table 3.10: Scale of customers satisfaction of the satisfaction with the ground services

Bar Chart of I am satisfied with the ground services (ticketing, baggage handling, check-in)

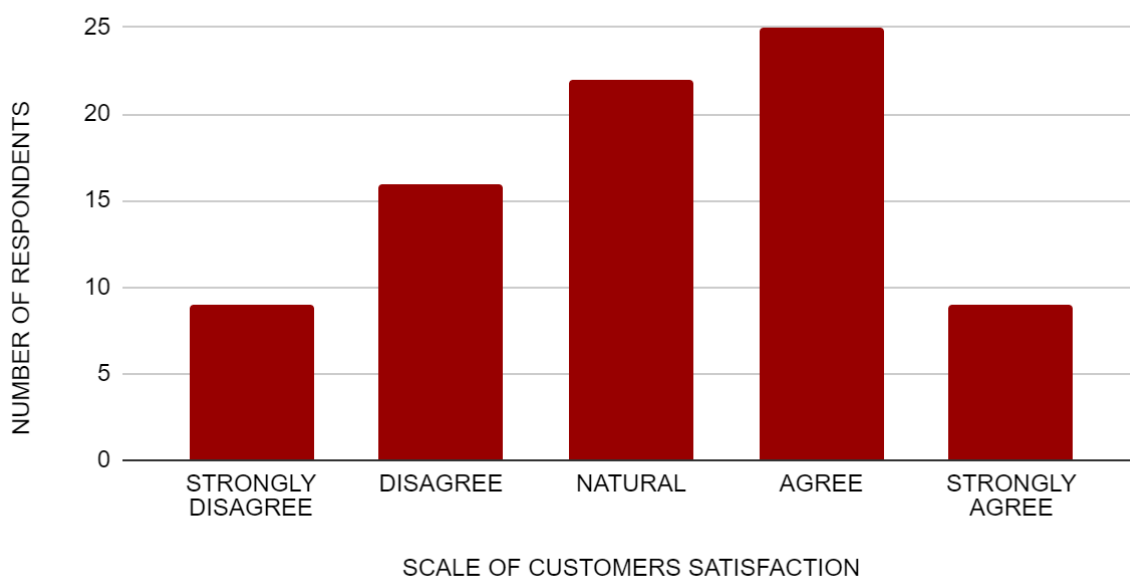


Diagram 3.10: Barchart of scale of customers satisfaction of the satisfaction with the ground services

The bar chart indicates that the majority of the 16 respondents disapprove of the ground services. The ground services are supported by the other 25 respondents and nine respondents are strongly satisfied with the ground services.

3.11 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE AVAILABILITY OF FLIGHT ATTENDANTS

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	6
DISAGREE	21
NATURAL	17
AGREE	24
STRONGLY AGREE	13

Table 3.11: Scale of customers satisfaction of the satisfaction with the availability of flight attendants

Bar Chart of I am satisfied with the availability of flight attendants

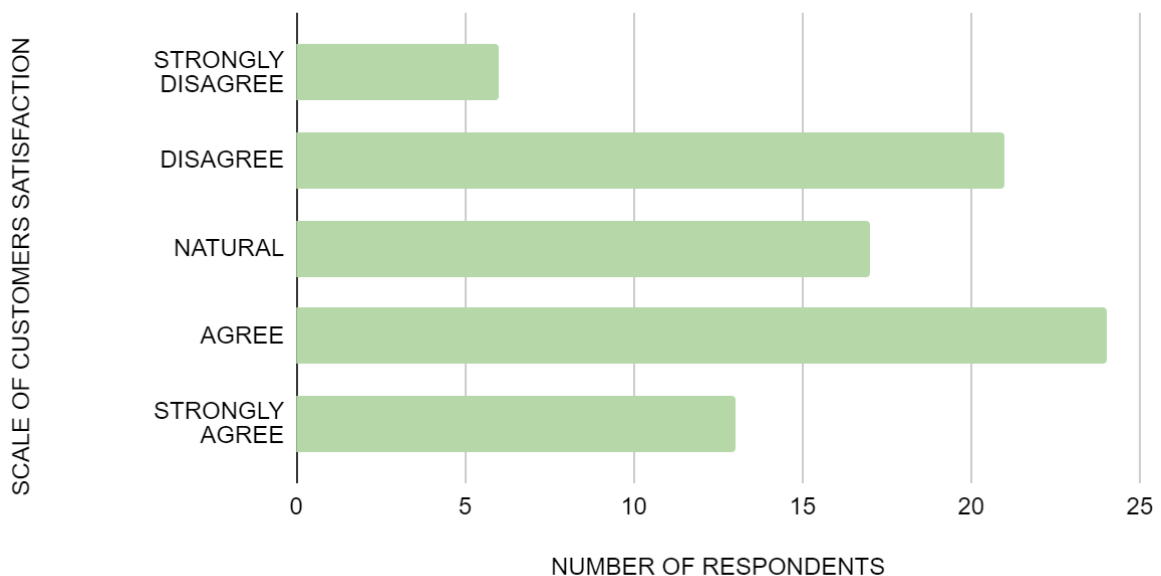


Diagram 3.11: Barchart of scale of customers satisfaction of the satisfaction with the availability of flight attendants

The majority of the 24 respondents support the availability of flight attendants, as indicated by the bar graph. Twenty-one respondents disagree with the availability of flight attendants, while six respondents strongly disagree.

3.12 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE APPEARANCE OF FLIGHT CREWS

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	11
DISAGREE	20
NATURAL	9
AGREE	32
STRONGLY AGREE	9

Table 3.12: Scale of customers satisfaction of the satisfaction with the appearance of flight crews

Bar Chart of I am satisfied with the appearance of flight crews

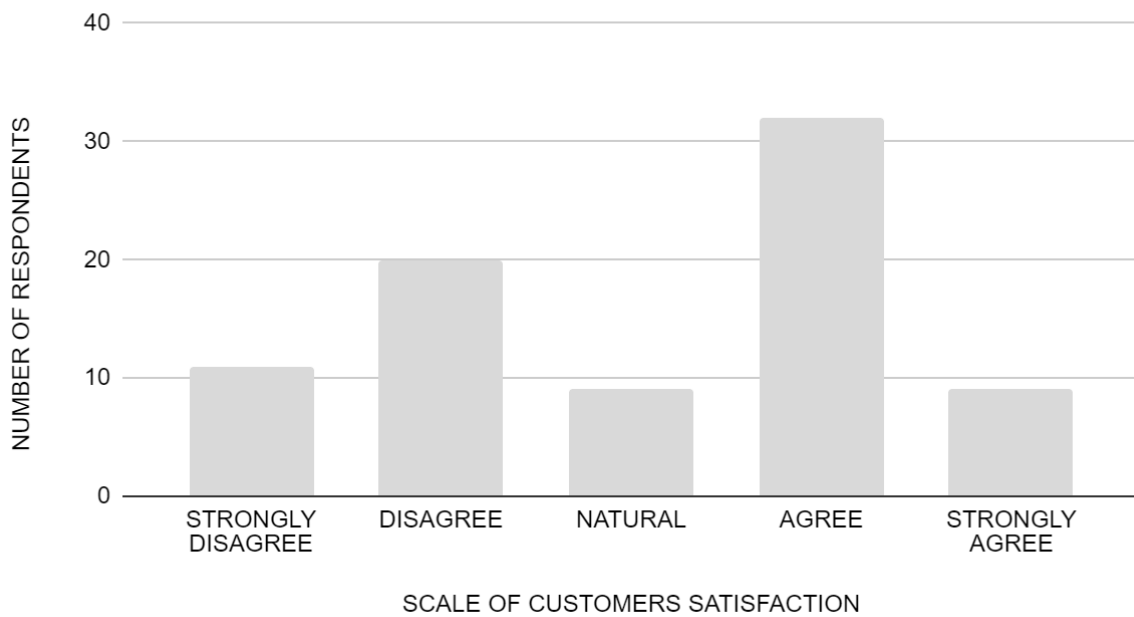


Diagram 3.12: Bar chart of scale of customers satisfaction of the satisfaction with the appearance of flight crews

We can infer from the bar chart that the majority of the 32 respondents approved of the way flight attendants are dressed. The appearance of flight crews is disagree by 20 people and 11 respondents are strongly disagree.

3.13 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE PILOT'S COMMUNICATION WITH PASSENGERS

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	8
DISAGREE	12
NATURAL	26
AGREE	28
STRONGLY AGREE	7

Table 3.13: Scale of customers satisfaction of the satisfaction with the Pilot's communication with passengers

Bar Chart of I am satisfied with the Pilot's communication with passengers

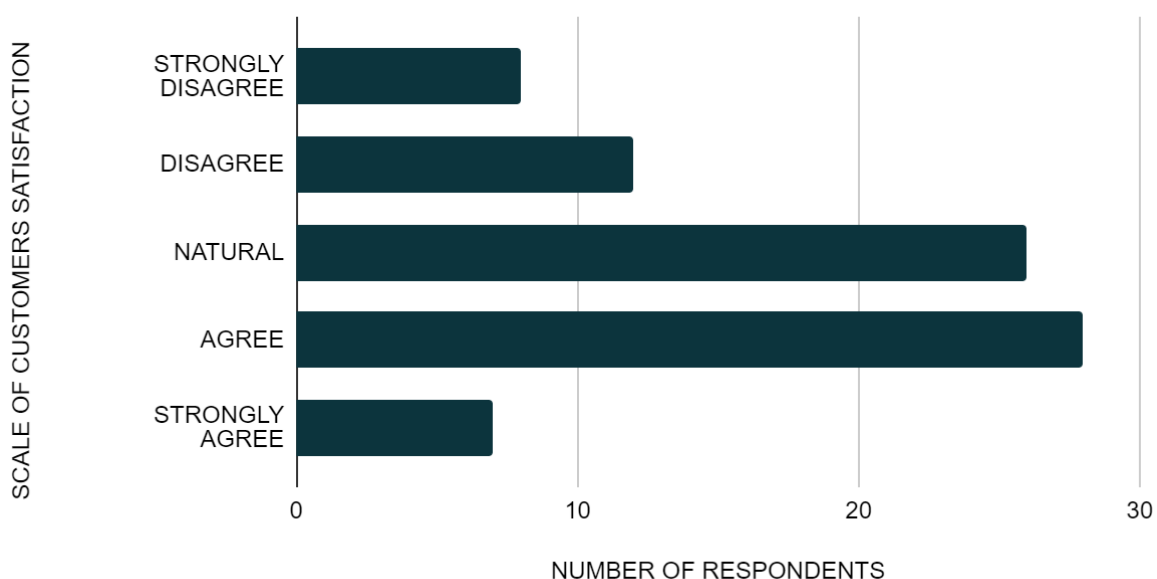


Diagram 3.13: Barchart of scale of customers satisfaction of the satisfaction with the Pilot's communication with passengers

From the bar chart, 28 respondents agree with the pilot's communication with passengers. Meanwhile the other 12 respondents disagree and eight respondents strongly disagree with the pilot's communication with passengers.

3.14 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE QUALITY OF FOOD AND DRINKS

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	10
DISAGREE	19
NATURAL	15
AGREE	29
STRONGLY AGREE	8

Table 3.14: Scale of customers satisfaction of the satisfaction with the quality of food and drinks

Bar Chart of I am satisfied with the quality of food and drinks

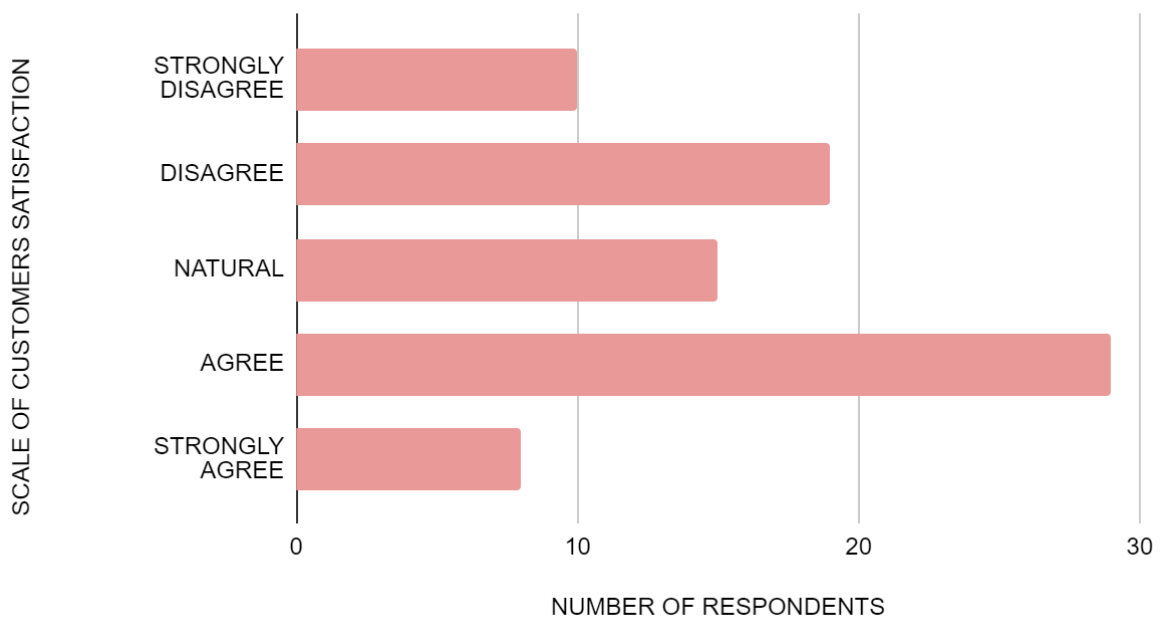


Diagram 3.14: Barchart of scale of customers satisfaction of the satisfaction with the quality of food and drinks

According to the bar graph, the majority of the 29 respondents approved with the quality of food and beverage. The quality of the food and beverages is likewise disagree by 19 respondents and ten respondents are strongly disagree.

3.15 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE SPACE FOR LUGGAGE STORAGE

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	7
DISAGREE	16
NATURAL	24
AGREE	23
STRONGLY AGREE	11

Table 3.15: Scale of customers satisfaction of the satisfaction with the space for luggage storage

Bar Chart of I am satisfied with the space for luggage storage

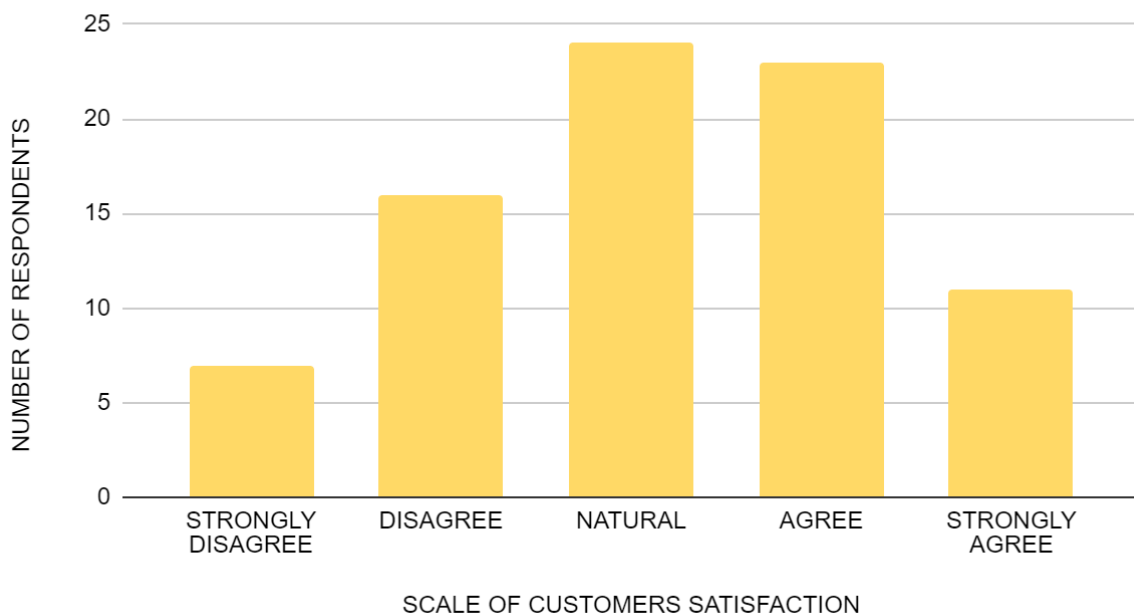


Table 3.15: Bar chart of scale of customers satisfaction of the satisfaction with the space for luggage storage

The majority of the 24 respondents were aware of the need for luggage storage, based on the bar graph. The remaining 23 respondents support the location for luggage storage and eleven respondents strongly support it.

3.16 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE COMFORT OF SEATING

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	7
DISAGREE	13
NATURAL	23
AGREE	27
STRONGLY AGREE	11

Table 3.16: Scale of customers satisfaction of the satisfaction with the comfort of seating

Bar Chart of I am satisfied with the comfort of seating

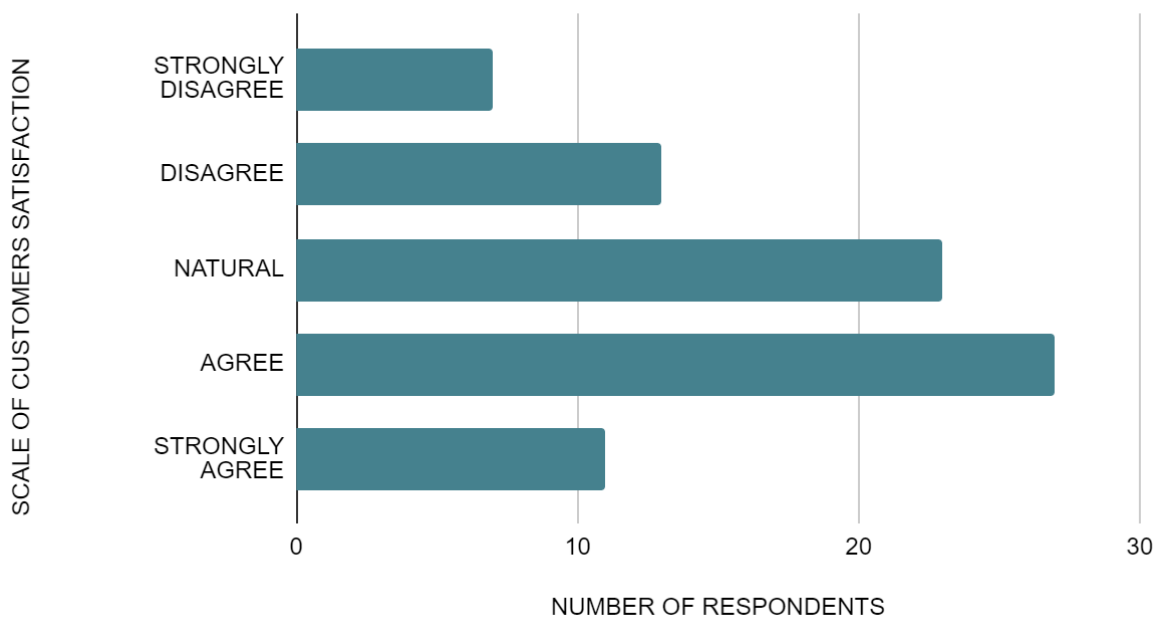


Diagram 3.16: Barchart of scale of customers satisfaction of the satisfaction with the comfort of seating

We can infer from the bar chart that the majority of the 27 respondents agree with the seating's comfort. Meanwhile, 11 responders and the remaining 23 respondents all strongly concur with the seating's comfort.

3.17 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE SEATING ARRANGEMENT OF AIRCRAFT

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	8
DISAGREE	13
NATURAL	21
AGREE	29
STRONGLY AGREE	10

Table 3.17: Scale of customers satisfaction of the satisfaction with the seating arrangement of aircraft

Bar Chart of I am satisfied with the seating arrangement of aircraft

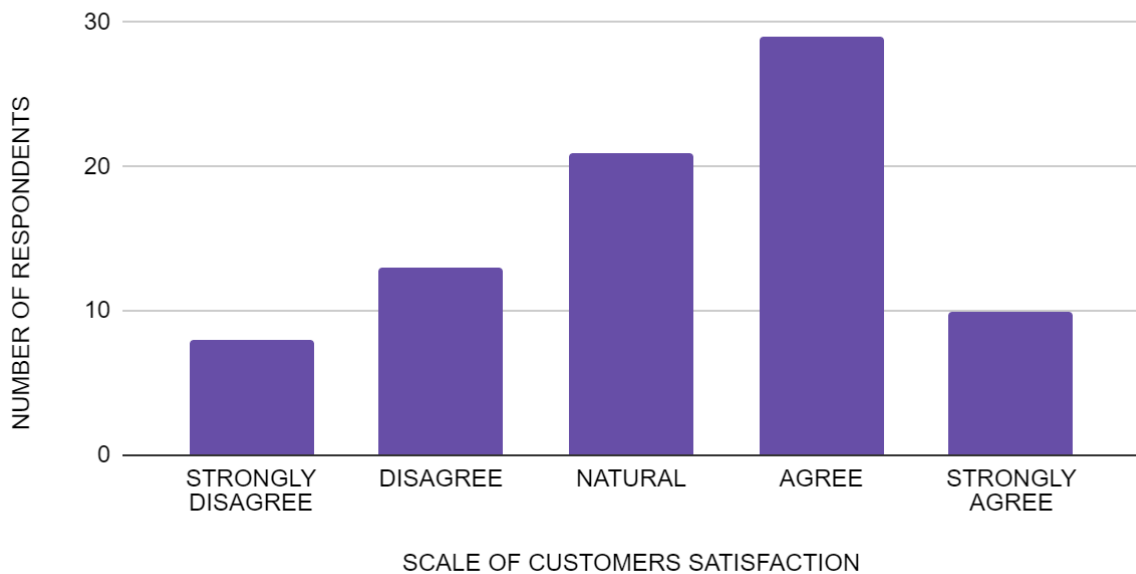


Diagram 3.17: Barchart of scale of customers satisfaction of the satisfaction with the seating arrangement of aircraft

The bar chart indicates that the majority of the 29 respondents approve of the way the airplane seats are arranged. However, 13 responders and the remaining 21 respondents do not agree with the way that airplane seats are arranged.

3.18 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE CLEANLINESS OF AIRCRAFT

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	8
DISAGREE	13
NATURAL	21
AGREE	29
STRONGLY AGREE	10

Table 3.18: Scale of customers satisfaction of the satisfaction with the cleanliness of aircraft

Bar Chart of I am satisfied with the cleanliness of aircraft

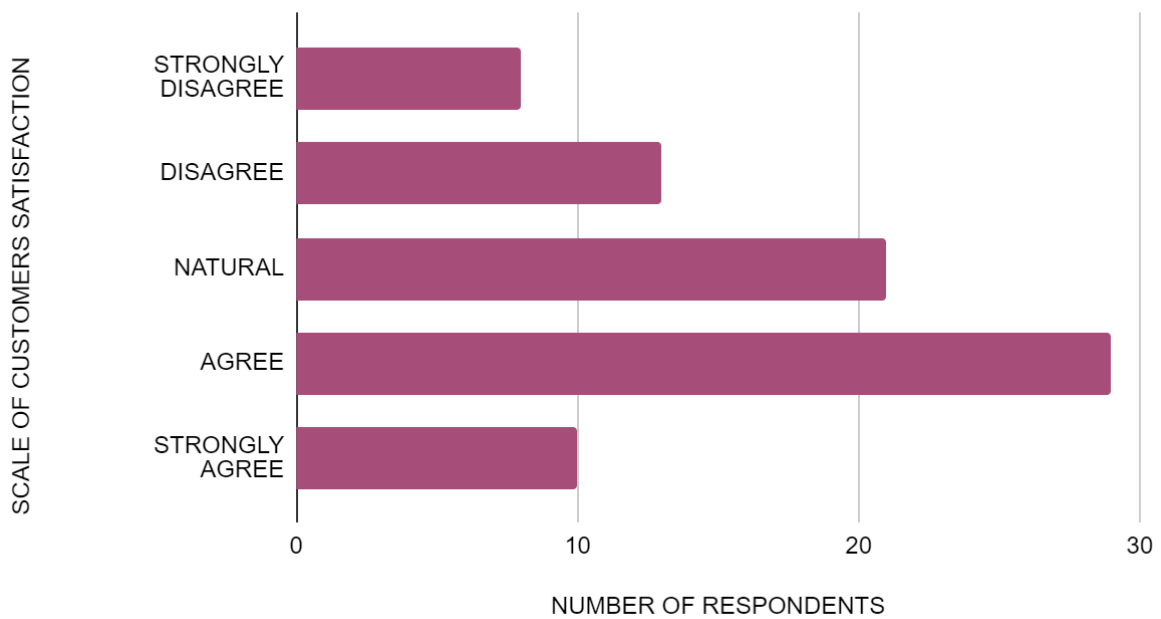


Diagram 3.18: Barchart of scale of customers satisfaction of the satisfaction with the cleanliness of aircraft

According to the bar graph, the majority of the 29 respondents agreed that airplanes are clean. While 13 responses disagreed and 21 respondents are natural with the cleanliness of airplanes.

3.19 SCALE OF CUSTOMERS SATISFACTION OF I AM SATISFIED WITH THE NOISE LEVEL OF AIRCRAFT

SCALE OF CUSTOMERS SATISFACTION	NUMBER OF RESPONDENTS
STRONGLY DISAGREE	8
DISAGREE	12
NATURAL	26
AGREE	28
STRONGLY AGREE	7

Table 3.19: Scale of customers satisfaction of the satisfaction with the noise level of aircraft

Bar Chart of I am satisfied with the noise level of aircraft

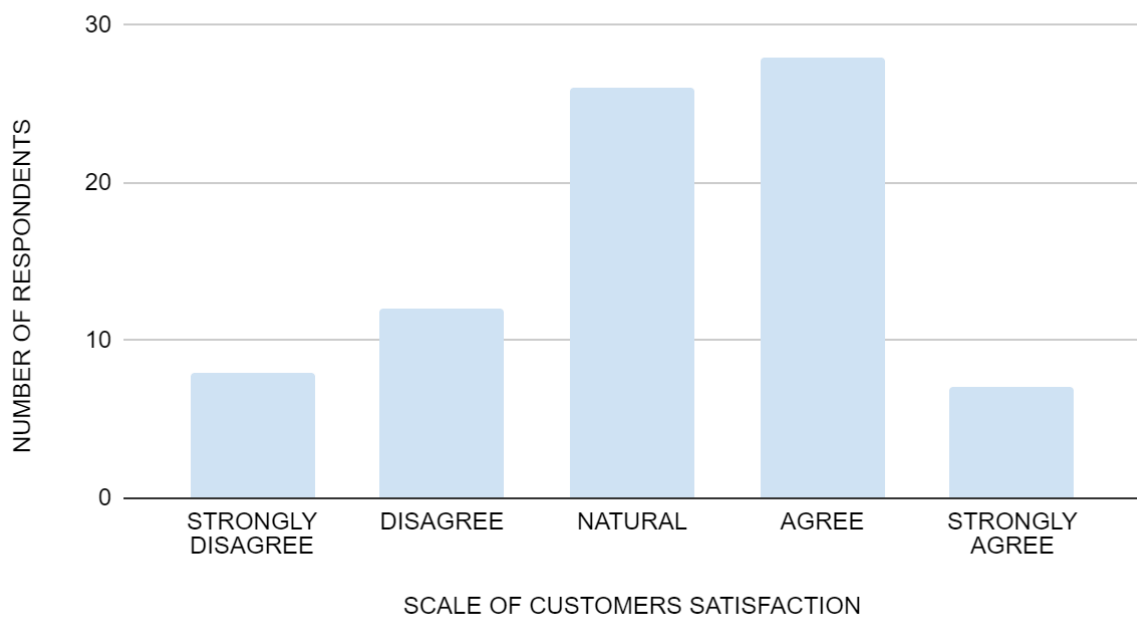


Diagram 3.19: Barchart of scale of customers satisfaction of the satisfaction with the noise level of aircraft

From the bar chart, we can conclude that the majority of respondents agree with the aircraft noise level. Meanwhile, 12 respondents disagree with aircraft noise levels.

CHAPTER 4

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

First, based on the findings, we can conclude that the majority of respondents fly once per year. This may be due to the price of their flight tickets, which prevents them from flying frequently throughout the year. Instead of costly flights, they could use alternative modes of transportation such as trains, buses, or their own vehicles.

The majority of respondents fly domestically, while 28 respondent indicate that they fly internationally and domestically. In contrast, a few of them only fly internationally. This demonstrates that many Malaysians enjoy travelling within the country to appreciate the natural beauty of each state. They can also contribute to Malaysia's economy by purchasing local foods, goods, and more. This will contribute to a healthy flow of money into the country, thereby improving and restoring Malaysia's economy.

According to the responses of the respondents, the majority of respondents typically fly for recreational purposes. However, some still travel for educational and familial purposes. This means that Malaysians would travel to different parts of the world at least once a year to reward themselves after a year of hard work, study, and difficulties. Some would return to their hometown after not seeing their parents for months because they are working or studying far away.

A large proportion of respondents have been involved in an incident while on a flight, according to their responses. Most passengers had issues with their delayed flight. A small number of respondents experienced an incident in which their flight was cancelled, and their luggage was either damaged or lost. This may be a result of the services provided by the airline they flew with.

People may have their own preferences regarding the best airline for them. According to the collected data, the majority of respondents prefer AirAsia. As compared to other airlines in Malaysia, AirAsia's fares are more affordable, which may be the reason why the majority of them choose to fly with the company. Flight frequency and destinations also have a significant impact on an airline's ability to attract new customers..

27 respondents agreed and nine respondents strongly agreed that they had an excellent experience with the services provided on their flight. While some respondents are neutral, few have disagreed or strongly disagreed that they had a positive flight experience. This demonstrates that Malaysian airlines do an excellent job of entertaining their customers during flights, in addition to ensuring their safety.

In conclusion, we have found out that the majority of Malaysian people are satisfied with the services given by the airlines in Malaysia. Despite that, there are still several things that are lacking from the services such as the frequency of the flight, time management and baggage handling. Nevertheless, these things do not massively impact the satisfaction of the passengers but it should be improved to give Malaysian people the greatest experience using a flight.

4.2 RECOMMENDATION

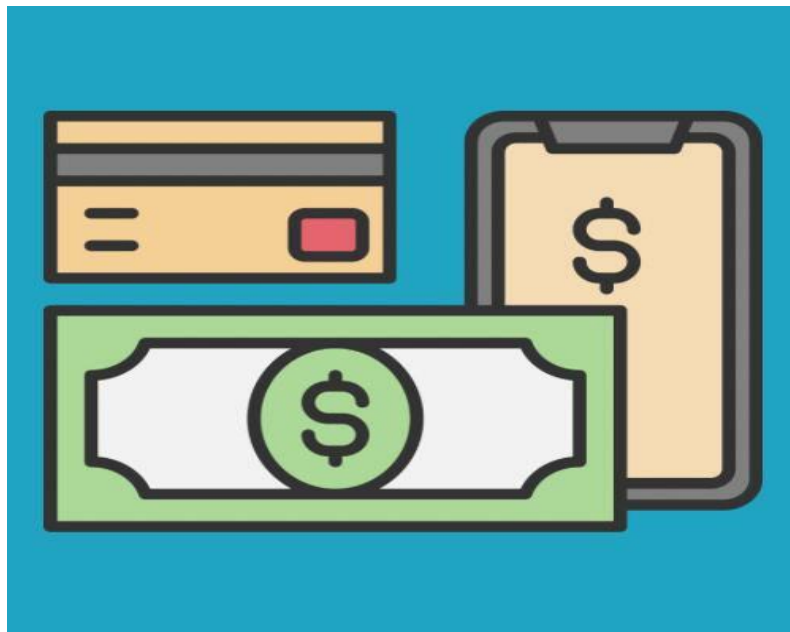
Based on the respondents' satisfaction with airline services in Malaysia, we could say that the provided services have both pros and cons. In order to ensure that passengers have a memorable and pleasurable experience, we have therefore implemented a number of measures to prevent problems that can be avoided.

The majority of respondents have an issue with flight delays. We must understand that weather conditions are one of the primary causes of flight delays. The weather is beyond our control, but the airline should be responsible by checking the weather and notifying passengers in advance, rather than making them wait for more than five hours. However, not all flights are delayed poor weather. It may also be due to a lack of personnel and pilots. Therefore, airlines in Malaysia should devise a strategy to encourage people, particularly high school graduates, to enroll in aviation courses. This will help Malaysia increase the number of flight crews, particularly pilots.

A small number of respondents appear dissatisfied with the physical appearance of flight crews. This problem can be resolved by instituting a dress code for flight attendants. As a result, they will be nicer and tidier, making passengers feel more at ease because they will appear happier and friendlier.

The respondents appear to have an issue with the quality of the food and beverages served to them. Therefore, airlines in Malaysia must hire better cuisine to improve the quality of the food served to passengers. Instead of quickly fresh items, airlines in Malaysia should provide foods with a longer shelf life. This will ensure that the food provided is both safe and delicious.

TYPE OF PAYMENT METHOD AMONG UNIVERSITY STUDENT IN MALAYSIA



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MUHAMMAD AYZAD DANIEL BIN ABD AZIZ



FARHAN ISKANDAR BIN SANUSI

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF STUDY

In this modern world with new technology there are many varieties of payment methods that have been made by commercial banks in the world. By introducing new global payment method, there are many possibilities that cash will soon be disappeared. These are the several types of payment methods including cash, mobile e-wallet, cheque, instant transfer, and cryptocurrencies as the relative newcomers in this modern technology. According to "*Amir Akmal Basir*" (September 2009) the e-payment system has been increasing among consumers in Malaysia. This can be observed from the increases in the non-cash retail transactions in recent years. The volume of non-cash transactions in Malaysia increased from 3% up to 7% (from 2003 to 2007).

In 2020, the whole world has been infected by a new virus called Corona Virus or known as COVID-19. Since the pandemic started, many businesses take a new step in upgrading their businesses providing new payment method. Besides, any business that requires a transaction between themselves need to stay in tune with the rapidly evolving payment technologies coming into play. Therefore, consumers are looking for fast, easy, and secure ways to make purchases or pay for services. The usage of e-wallet increased by 131% to over 600 million transactions in 2020 compared to the previous year, the percentage of Malaysians who used cash payments had dropped 11% to 78% from 89% prior to the pandemic (Minister of Domestic Trade and Consumer Affairs Datuk Seri Alexander Nanta Linggi, 2022). The statistic is increasing due to the instruction of government which is "contact less" payments options in response to pandemic concerns.

In addition, the increase of e-payment method also led to safety and security. For example, risk of theft and human error due to holding cash can be reduced by using the new e-payment method. Also, with the consumer willingness to use e-payments is the confidence offered from the safety and security of commercial banks that provide protection against theft and scammers, such as personal identification numbers. Among the several types of payment, the payment that used by Malaysians are mostly credit cards, internet banking, and e-wallet. Credit cards are now used to buy things that quite expensive and credit cards providers such as Visa has piloting fingerprint authentication on physical cards and mobile devices. This biometric feature has increased the e-payment technology for faster, secure, and more efficient payment.

University is a place that provides students to study and pursue their dreams in the future. In Malaysia, there are 20 public universities and 50 private universities that offered variety courses. Every student has their own bank account and can carry out daily transactions individually.

Based on the survey carried by university students they most probably have a variety of payment options. Cash is the most convenient method of payment, but E-payments are on the rise in this decade. There are still students who like to use cheque even now it is obsolete.

This study examines the frequency of students utilised QR payment. In addition, the university itself has provided an ATM machine and the cafe has enabled e-payment for transactions, which are convenient for students with mobile devices and credit cards to make payments. In addition, the university itself has provided an ATM and the cafe has enabled e-payment transactions, which are convenient for students with mobile devices and credit cards. Most university fees are paid through cashless transactions, and according to (Linh Khanh, Le Ha Ngan,2020) and (Huong Pham) from the University of Hanoi, 52.9% of students are still unfamiliar with this new concept of transactions.

1.2 OBJECTIVE OF STUDY

The objective of the study are

- To identify students' type of payment
- To find student preferences on what payment type they prefer to use
- To determine the frequency of students utilised money each week.
- to measure satisfaction level among students based on their selection on payment type

1.3 SCOPE OF STUDY

This report covered research, statistics, and analysis for all Malaysian university students. We decided to provide the link into the online platforms such as social media to all the students from university around Malaysia. Our group members distributed the form on social media on 2nd November 2022. We conducted a survey to identify students' payment type and to determine students 'preferences regarding the most convenient application that offered e-payment efficiently. This survey also provides information about the frequency of e-payment usage and their satisfaction with the system.

CHAPTER 2

METHODOLOGY

2.1 DESCRIPTION OF DATA

For descriptive statistic, data are compiled, organized, summarized, and presented in suitable visual forms which are easy to understand and suitable to use. Various tables, graphs, charts, and diagrams are used to exhibit the information obtained from the data. The data are obtained from 80 students in university in Malaysia.

2.1.1 POPULATION

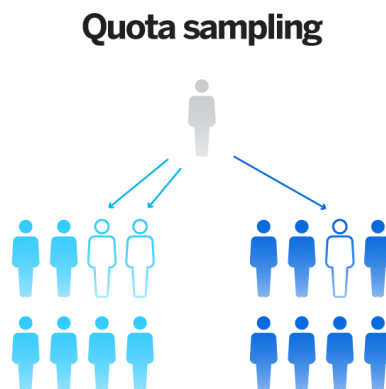
Population is one of an element that can be used to complete a set of items that are gathered for interest in the research. In our survey, all private and public universities in Malaysia were included.

2.1.2 SAMPLE

Sample is a subset of people that are chosen from the population. The sample for our survey consists of 80 students who utilize various payment methods.

2.1.3 SAMPLING TECHNIQUES

The sampling technique we used is quota non probability. Random members from our community will be selected to complete the questionnaire. This technique is considered to be more efficient and reduce costs when collecting data from Malaysian students. The 80 respondents represent all communities that utilize various payment types.



2.1.4 DATA COLLECTION METHOD

Our study in data collection method was a direct questionnaire. In this method, we will greet respondents and explain our purpose before providing the link to the questionnaires. Using this method, we will obtain the respondent as quickly as possible. This method utilizes primary data sources, as the source is derived from primary information

CHAPTER 3 FINDINGS

3.1 GENDER

This subtopic explains the number of respondent based on gender

Gender	Number of respondent
Male	36
Female	44

Table 3.1 : Table of number of respondents based on gender

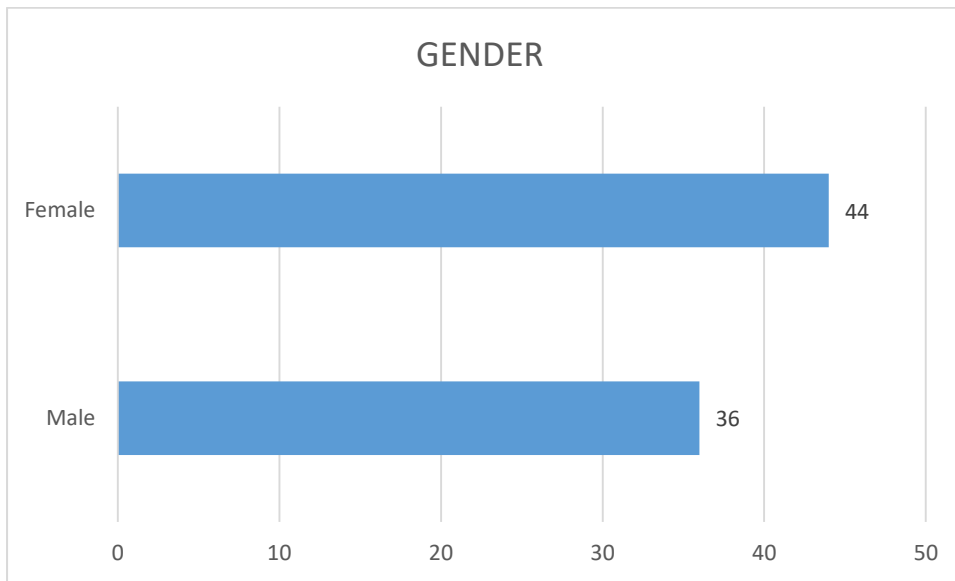


Figure 3.1: Pie chart of gender for each respondent

This pie chart concludes that most of the respondents are female with 55%, which means 44 people. Meanwhile the number of male respondents is 36 people which is 45% based on the total of 80 people.

3.2 AGE

This subtopic explains the age for each respondent.

i.

Age	Number of people	Midpoint	Cumulative frequency
18 - 20	69	19	69
21 - 23	8	22	77
24 - 26	2	25	79
27 - 29	1	28	80

Table 3.2: Table of age for every respondent who complete the survey

$$\begin{aligned}
 \text{Mean } \bar{x} &= \frac{\sum fx}{n} \\
 &= \frac{1565}{80} \\
 &= 19.56 = 20 \text{ years old}
 \end{aligned}$$

The average age of respondent who take the survey is 20 years old

$$\begin{aligned}
 \text{ii. Median} &= \frac{n}{2} \\
 &= \frac{80}{2} \\
 &= 40^{\text{th}} \text{ Place} \\
 Lm + \left[\frac{\frac{n}{2} - \sum f_{m-1}}{f_m} \right] c \\
 &= 17.5 + \left[\frac{40 - 0}{69} \right] 3 \\
 &= 19.24 = 19 \text{ years old}
 \end{aligned}$$

On the average 50% of respondents who take the survey is 19 years old

$$\begin{aligned}
 \text{iii. Mode} &= L + \left[\frac{f_0 - f_1}{(f_0 - f_1) + (f_0 - f_2)} \right] c \\
 &= 19.24 + \left[\frac{69 - 0}{(69 - 0) + (69 - 8)} \right] 3 \\
 &= 18.60 = 19 \text{ years old}
 \end{aligned}$$

We can conclude that most of the respondents for this survey is 19 years old

$$\begin{aligned}
 \text{iv. Variance } S^2 &= \frac{1}{n-1} \left[\sum fx^2 - \frac{(\sum x)^2}{n} \right] \\
 &= \frac{1}{80-1} \left[30815 - \frac{(1565)^2}{80} \right] \\
 &= 2.53 = 3 \text{ people}
 \end{aligned}$$

The sample variance for this survey is 3 people.

$$\begin{aligned}
 \text{v. Standard deviation } S &= \sqrt{\frac{1}{n-1} \left[\sum fx^2 - \frac{(\sum x)^2}{n} \right]} \\
 &= \sqrt{\frac{1}{3} \left[30815 - \frac{(1565)^2}{80} \right]} \\
 &= 1.58 = 2 \text{ people}
 \end{aligned}$$

Therefore, there are 2 people for the sample standard deviation for this survey

iv. Ogive

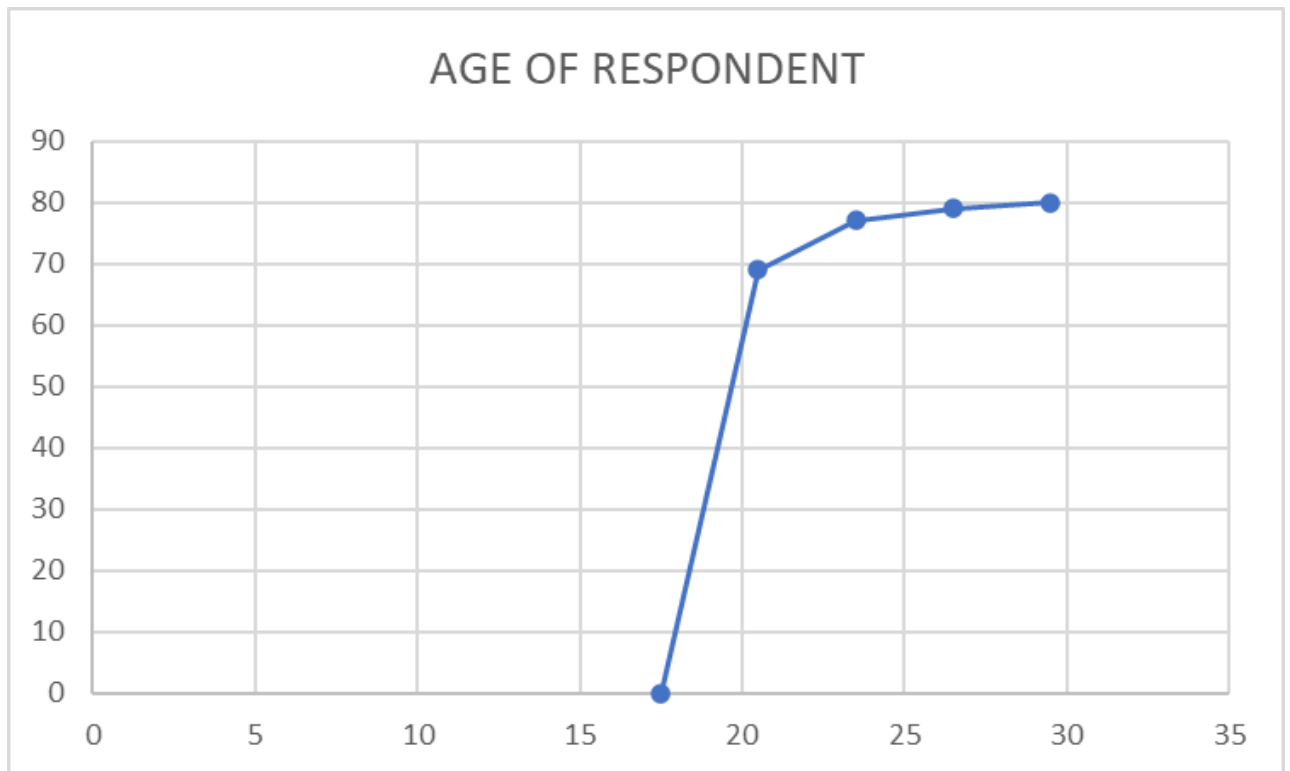


Figure 3.2: Ogive of the age of the respondents

Based on the ogive above, there are 80 respondents who completed this survey

3.3 ARE YOU COLLEGE RESIDENT OR NON-RESIDENT?

This subtopic explain the number of respondents who are a college resident and not.

Types of respondent	Number of respondents
College Resident	43
Non-College Resident	37

Table 3.3: Table of types and number of respondents

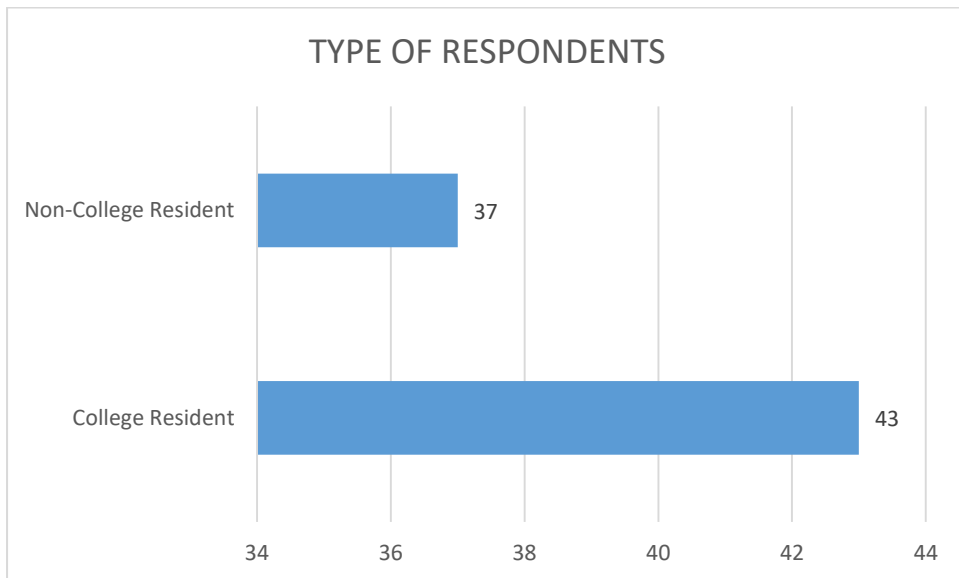


Figure 3.3 : Bar Chart of types of respondents

Based on pie chart above, most of the respondents are from Non-College Resident with 43 respondents.

3.4 HOW MANY TIMES DO YOU FREQUENTLY USED QR PAYMENT TYPE?

This subtopic explains how many times the respondents use QR Payment type on a daily basis.

Frequency of time using QR Payment type	Number of respondent
Once a day	30
Twice a day	22
Thrice a day	11
More	17

Table 3.4: Table of frequency of time using QR Payment type and the number of respondents

Frequency of the respondents using QR Payment

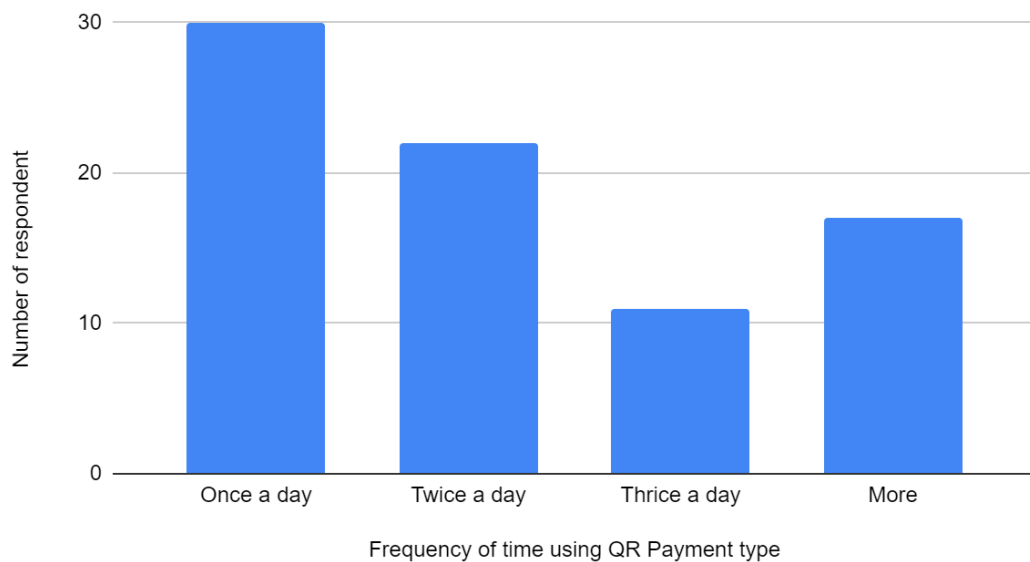


Figure 3.4 :

Vertical bar chart of the respondents' frequency in using QR Payment

Based on the bar chart above, we can see that most of the respondents used QR payment type about one until two times a day.

3.5 HOW MUCH DO YOU SPEND WEEKLY?

RM	NUMBER OF RESPONDENT
1-50	23
51-100	38
101-150	11
151-200	5
201-250	2
251-300	1

3.5 Table of the number of respondents and their amount for weekly spending

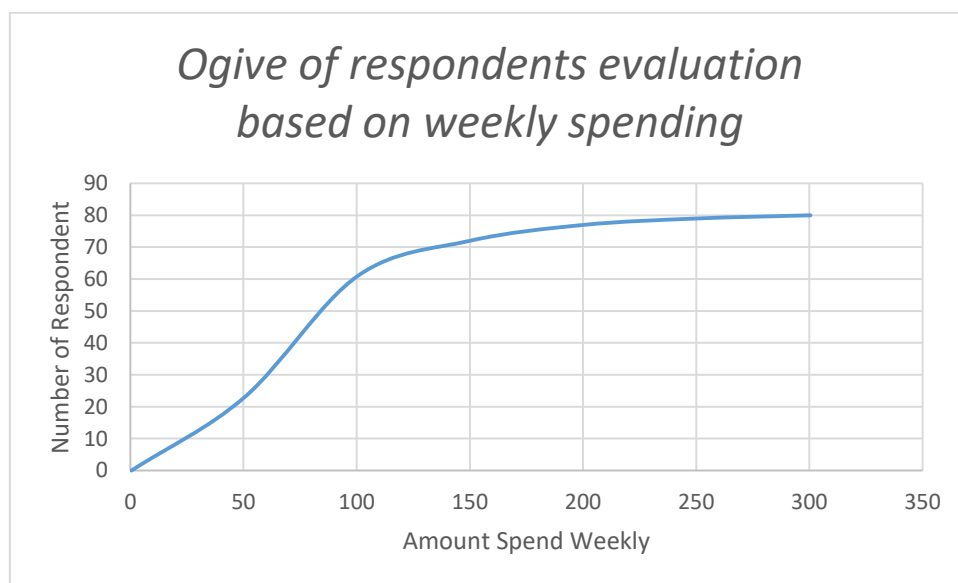


Figure 3.5 Ogive of respondents evaluation based on weekly spending

By looking at the ogive stated above, 38 respondents spend between RM 51 to RM 100.

3.6 WHAT BANK DO YOU USE?

TYPE OF BANK	NUMBER OF RESPONDENTS
Maybank	40
CIMB Bank	11
Bank Islam	46
BSN	13
Bank Rakyat	6
AmBank	3
Public Bank	2
Hong Leong	1
Bank Muamalat	1
RHB Bank	1

Table 3.6 : Table of the type of bank that student frequently used

TYPE OF BANK THAT STUDENT USE

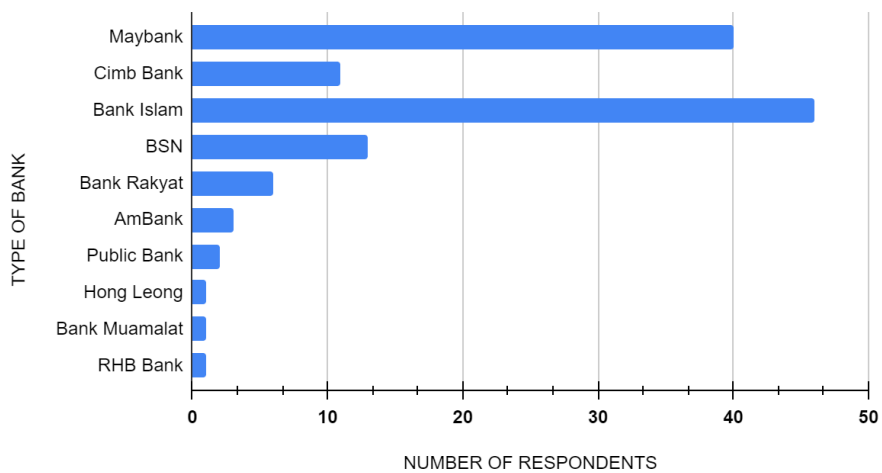


Figure 3.6 Vertical bar chart of type of bank that most student used

Based on the bar chart above, most of the respondents choose Bank Islam as the main account bank for their spending and saving.

3.7 PAYMENT METHOD

PAYMENT METHOD	NUMBER OF RESPONDENTS
CASH	60
CHEQUE	1
INSTANT TRANSFER	43
QR CODE	67
CARD	42

Table 3.7: Table of different payment method that student used

TYPE OF PAYMENT METHOD

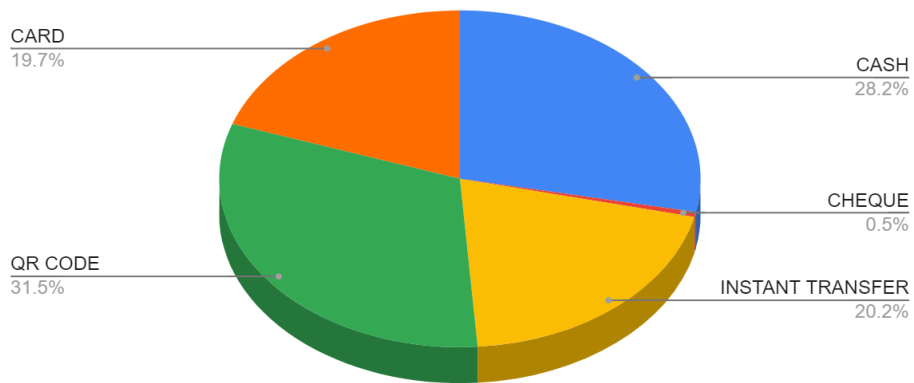


FIGURE 3.7: Pie chart of different payment method that student use

Based on the pie chart, students frequently used QR payment type than the other payment type. This show QR payment type has more advantages because it is easier to use compared to other payment type.

3.8 QR PAYMENT TYPE

QR PAYMENT TYPE	NUMBER OF RESPONDENT
Duit Now	73
TnG E-Wallet	34
Grab pay	6
Boost	1
None	3

Table 3.8 Table of QR payment type that student frequently used

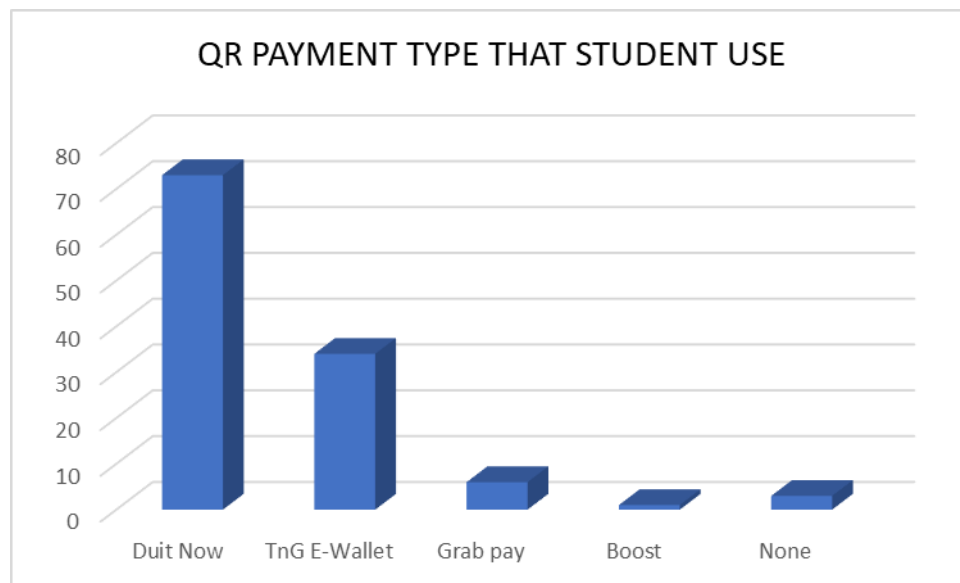


Figure 3.8: Bar chart of QR payment type from different alternative

This bar chart shows that students like to spend most of their QR payment type from Duit Now.

3.9 WHERE DO YOU USUALLY SPEND YOUR MONEY

SPENDING CATEGORY	NUMBER OF RESPONDENT
Food	76
Social Life	37
Transportation	34
Education	26
Beauty & Health	28

Table 3.9: Table of spending category by students

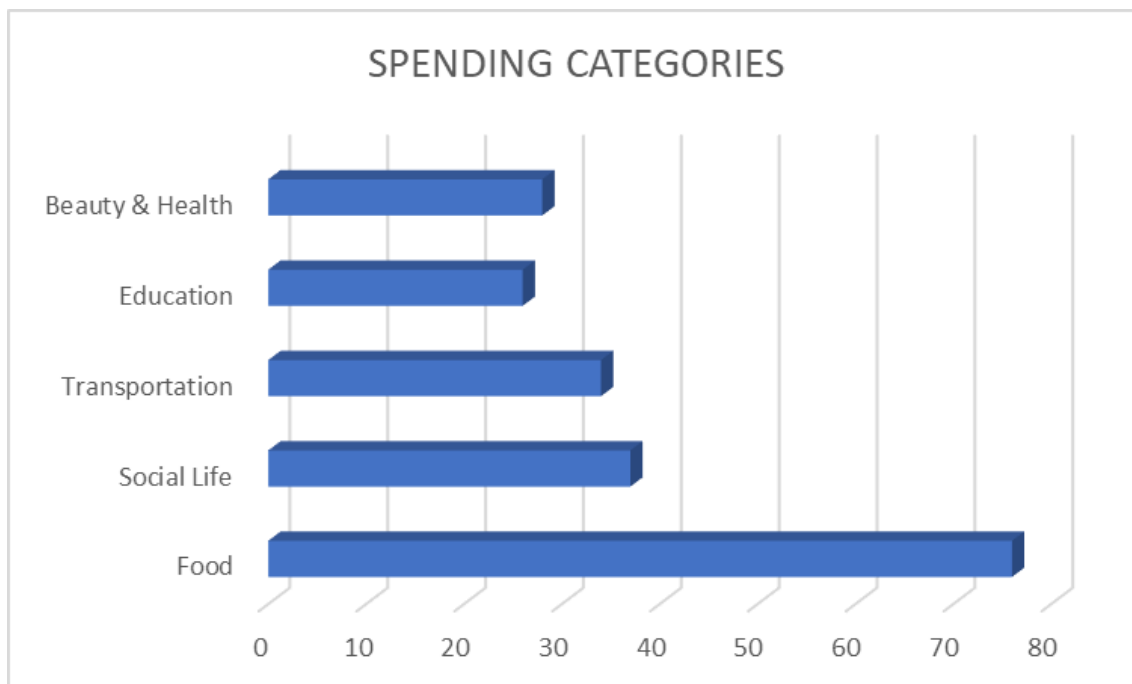


Figure 3.9 : Bar chart of spending categories

This bar chart shows that students spend most of their money on food and consider it as a daily necessity.

3.10 LEVEL OF SATISFACTION

LEVEL OF SATISFACTION (RATING)	NUMBER OF RESPONDENTS		
	SATISFACTION OF BANK USED	SATISFACTION OF PAYING BY CASH	SATISFACTION OF BEING CASHLESS
1 (Strongly disagree)	6	7	17
2 (Disagree)	1	8	18
3 (Neutral)	19	21	27
4 (Agree)	27	27	11
5 (Strongly agree)	27	17	7

Table 3.10: Table of level of student satisfaction

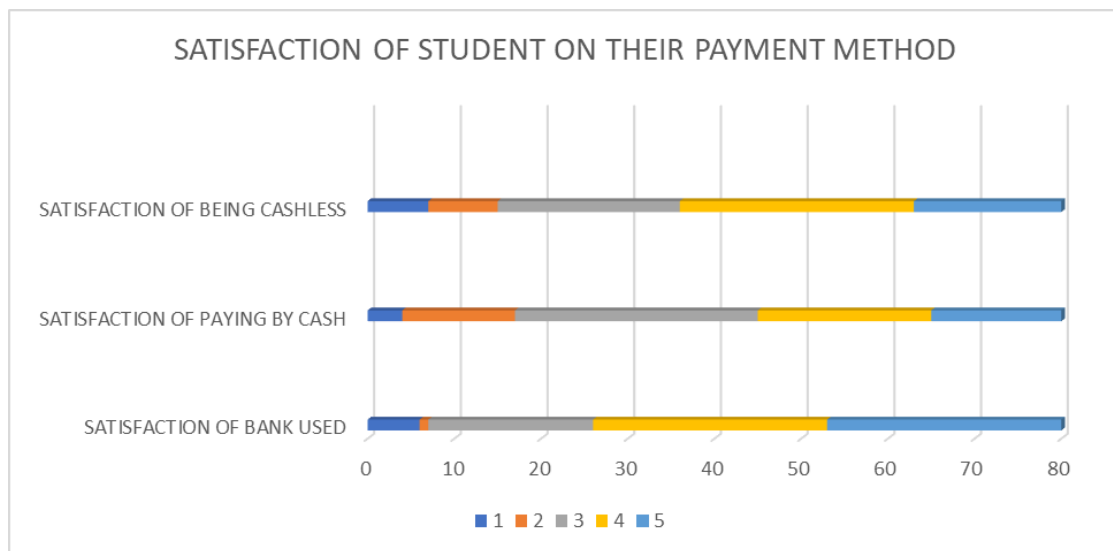


Figure 3.10: Stacked bar chart of respondent's satisfaction level based on their payment type

According to the displayed stacked bar graph, 19 of 80 respondents are becoming neutral about the bank they use, while 27 agree and 27 strongly agree. However, one respondent disagrees with it, and the remaining six respondents disagree strongly.

The results for payment by cash indicated that 27 respondents supported it, 21 were neutral, and 17 strongly supported it. Seven respondents chose to strongly disagree, while eight respondents disagreed.

Finally, 27 respondents who are neutral about daily cashless transactions chose to express their delight with student's not carrying cash. 11 respondents expressed agreement, with 7 students expressing strong agreement. However, 18 respondents disagree with the statement, and 17 respondents strongly disagree. This means that students nowadays prefer to have cashless and carry a small amount of cash for emergencies.

CHAPTER 4

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

In conclusion obtained, students have different type of payment choice that they preferred and others may have different type of payment choice daily.

44 from our respondent's gender is female and 69 of our respondent age is between 18-20 years old and is from the non-resident college student. Most our respondent is from the third semester which conclude the age around 18-20 years old.

As for their preferred bank, Bank Islam was the most popular option (57.5%), as many UiTM students utilised Bank Islam as a common bank. Maybank has the second highest preference among students (50 percent) because it provides the best services.

The most preferred payment method among students is the QR code (83.8%), as it is easier to pay by simply scanning the code and entering the amount, and most stores in Malaysia now provide QR codes. Cash is the second most popular payment method. This suggests that some still carry cash in case of an emergency, while the majority prefer to pay in cash because it is physically easier for them.

For the QR payment type, most student use DuitNow as the most preferred payment type. DuitNow work as the simplest QR payment since it is connected to most of the commercial bank in Malaysia and students can also access it from any application that includes QR payment such as TNG E-Wallet, Boost and GrabPay. While QR payment type is the most comfortable payment type, most student also carried a small amount of cash daily as an emergency.

The category in which students spend the most is food, as the majority of them (28.7%) spend RM250 or more per week on it. As the price of food continues to increase, it has an impact on the amount of money that students carry with them to spend on food.

Students are satisfied with the bank they use to pay, and their satisfaction with cash payments is neutral; however, 27 out of 80 respondents are satisfied with daily cashless transactions. The daily transaction recording levels of students are neutral. The fact that students are satisfied using QR Codes to pay demonstrates how simple it is to pay simply by scanning. Some students record their daily transactions to keep track of their spending, whereas others are still adjusting to their spending habits.

This conclude that students nowadays preferred paying by using QR code payment type as it is easier to use it and some of them still carrying cash as for emergency or they just preferred paying by using cash rather than other payment type provided.

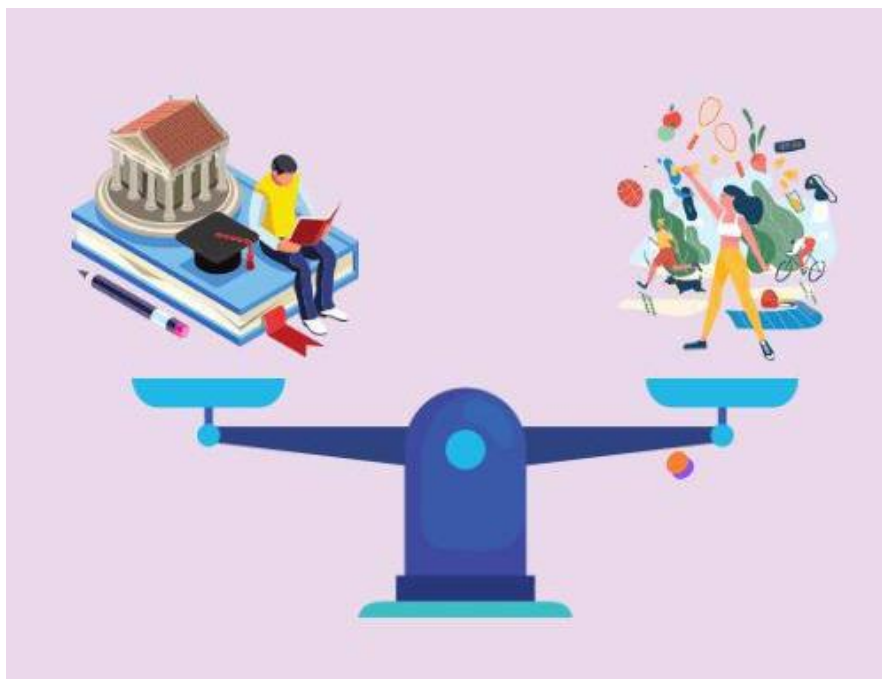
4.2 RECOMMENDATION

Different types of payment exist in order to provide consumers with a selection of payment options. The recommendation, which is based on the preceding conclusion, aims to improve consumers' payment method selection.

As we have determined, some stores and restaurants continue to accept instant transfer and cash as payment types. Although students still carry cash on a daily basis, QR payment makes it easier for them to do so, and as a result, they will carry less cash on a daily basis.

Other recommendation is that WiFi should be available at all stalls that require QR Code or other online transactions for payment. This is to make inconvenient for other customers, particularly students, and it is time-consuming to wait for one individual to make payment. In conclusion, it is simpler to provide WiFi in restroom stalls than to use data for online payments.

ACADEMIC AND CURRICULUM BALANCING AMONG UITM STUDENTS



**AUTHOR:
HANIS NURDIANA BINTI OTHMAN
NUR FARAHAIS BINTI ABDUL KARIM
NURUL AMYRA KHALEDA BINTI MOHD ZAIS
BADRINA BATRISYIA BINTI KAMARUL ARIFFIN
AISHAH BINTI MAHAT**

PICTURE GROUP MEMBER

NAME	PICTURE
HANIS NURDIANA BINTI OTHMAN	 A portrait of a young woman with glasses and a light-colored hijab, smiling slightly. She is wearing a dark patterned top. The background is dark, possibly inside a car.
NUR FARAHANIS BINTI ABDUL KARIM	 A portrait of a young woman with glasses and a dark blue hijab, smiling. She is wearing a blue top. The background is a colorful, abstract pattern.
NURUL AMYRA KHALEDA BINTI MOHD ZAIS	 A portrait of a young woman with glasses and a dark blue hijab, smiling. She is wearing a white top. The background shows a room with balloons and a window.
BADRINA BATRISYIA BINTI KAMARUL ARIFFIN	 A portrait of a young woman with glasses and a light pink hijab, smiling. She is wearing a light pink top. The background is dark.

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Most people are familiar with Academic and Curriculum activities that are held in our primary school, secondary school and university. Some universities have already removed all curriculum from their course curriculums. Academics are really important to our future and our life. Without an academic certificate, we cannot pursue our studies or find a job. Nowadays, company tend to hire academic people that have more knowledge and experience on the respective field. As a student, academic certificates really help students in a competitive job market in the future. Those certificates are really important to their career. Academies also proven will increase your credibility in your academic record and people will also acknowledge you as a student and person itself. Besides that, academics also can help connect with other people with professional and network connections.

On the other hand, curriculum also helps in our academics because every curriculum in every university is different. Some of the students think that curriculum can help them to boost their confidence, release their stress or just to keep on the merits for next semester. All curriculum subjects have practical events that interact with people. Those practical really help the students to build their confidence with strangers. For example, there are a few club curriculums that need to do events such as do business, set up a program and many more. These can help students in the future set up programs or large events that include facilitators and invitations. Aside from that, the curriculum can help students relieve the stress of studying.

Furthermore, balancing academic and curriculum activities at the same time may be possible for some students with flying colors, but it can have an impact on their studies for others who are struggling with their academics. Students who continue their studies in university information technology (UiTM) are well aware that curriculum is one of the subjects they must pass. If the student did not pass or did not register the subject, the student will not pass to graduate and they have to repeat and register the subject curriculum again. With this research, we can see whether the students are satisfied with their academics while balancing their life with curriculum.

We are currently conducting research to analyze the statistics of the academic and curriculum balancing among UiTM students. Despite the busy schedule between academics and curriculum, they still manage their time and schedule. We are currently conducting research to analyse the statistics of the Academic and Curriculum balancing among UiTM students. As we all know, academics and extracurricular activities are very important to our CGPA. Most students have taken advantage of this by participating in a variety of on-campus activities. Civil engineering, mechanical engineering, electrical engineering, chemical engineering, and business management are among the courses offered at UiTM Pasir Gudang. By looking at the courses offered at UiTM Pasir Gudang, there must be a probability that students will fail in certain subjects, and some have a feeling of giving up on the subjects they are studying. The curricular offers at UiTM Pasir Gudang have many variations. Among them are academic clubs, sports clubs, cultural clubs, and so on. The credit that has been set at UiTM Pasir Gudang is a maximum of 22 credits. With this, most students register 5 to 8 subjects in a semester to meet the credit requirements. Between these many subjects, there must be difficult subjects, and each subject has an assignment and test. For assignments, there are groupings and individual options. The intention of our Google Form is to find out how they divide their study time and curriculum.

The purpose of the investigation is to see if UiTM students can manage their academic and curriculum. In addition, we also want to investigate whether joining a curriculum activities affect their studies and schedule despite the busyness that they need to go through. In conclusion, with this research, we can get to know if the respondents are active in academics and curriculum. Furthermore, we will get to know their own opinion about whether non-creditable clubs should be included in the university syllabus.

1.2 Objectives of Study

The following are the overall objectives of this study:

- To identify spare time students per week
- To identify main purpose for joining curriculum
- To identify difficulties in balancing both academic and curriculum
- To analyze busyness as a student

1.3 Scope of the study

The following are the scope of study of this research:

- The student from all around UiTM in Malaysia
- Study only focuses on how student balancing their academic and curriculum
- Out of 80 respondents only will be focus

CHAPTER 2

METHODOLOGY

2.1 DESCRIPTION OF DATA

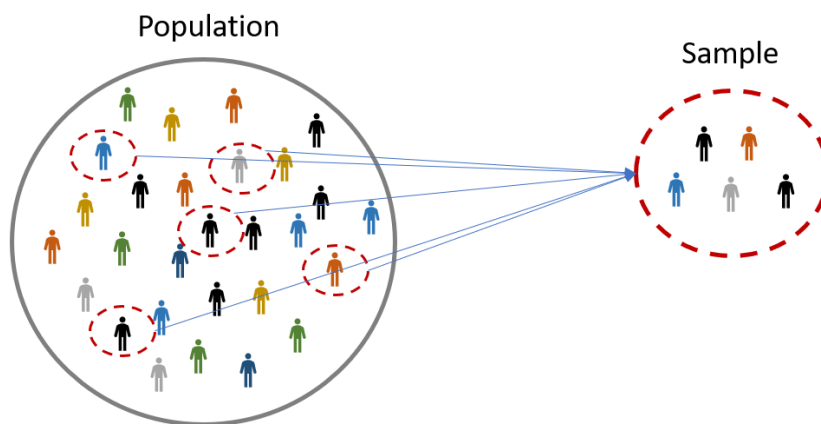
Description data is a systematic approach to collecting and also measuring information from a variety of sources. We collect the data from a random person or community to respond with relevant questions and the data will be gathered for our research in suitable visuals that more easily understand the data.

2.1.1 POPULATION

A population can be defined as including all people or items with the characteristic one wishes to understand. Time spent in making the sampled population and population of concern precise is often well spent

2.1.2 SAMPLE

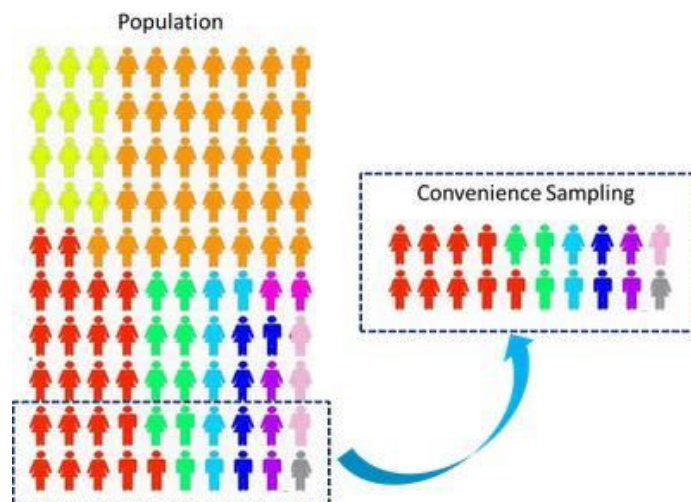
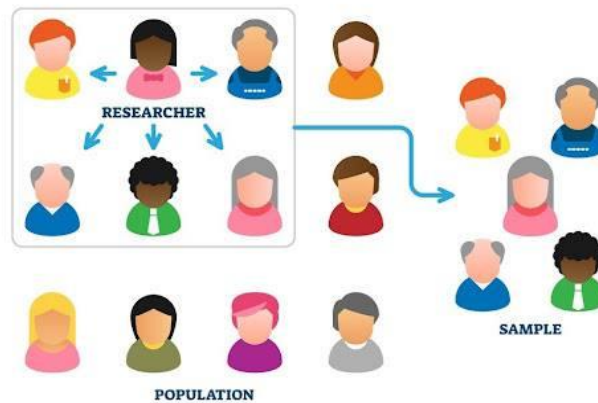
Sample is a subset of people that are chosen from the population. The sample for our survey is 80 respondents who are students from UiTM in Malaysia.



2.1.3 SAMPLING TECHNIQUES

The sampling techniques used in each study depends on the characteristics of the population of interest and the sampling techniques that are suitable for this research survey is Convenience.

CONVENIENCE SAMPLING



2.1.4 DATA COLLECTION METHOD

We used the Internet Survey and it has the option to post questionnaires online & invite the public, which is UITM's students, to participate in the survey and submit their response. After about 1 month, we finally received about 80 respondents which are from UITM's students all over Malaysia.

CHAPTER 3

FINDINGS

Results based on the questionnaires and survey:

PART A : DEMOGRAPHIC INFORMATION

3.1 GENDER

This subtopic explains the number of respondents based on their gender.

GENDER	NUMBER OF RESPONDENTS
Male	14
Female	66

Table 3.1: Table of number of respondents based on gender

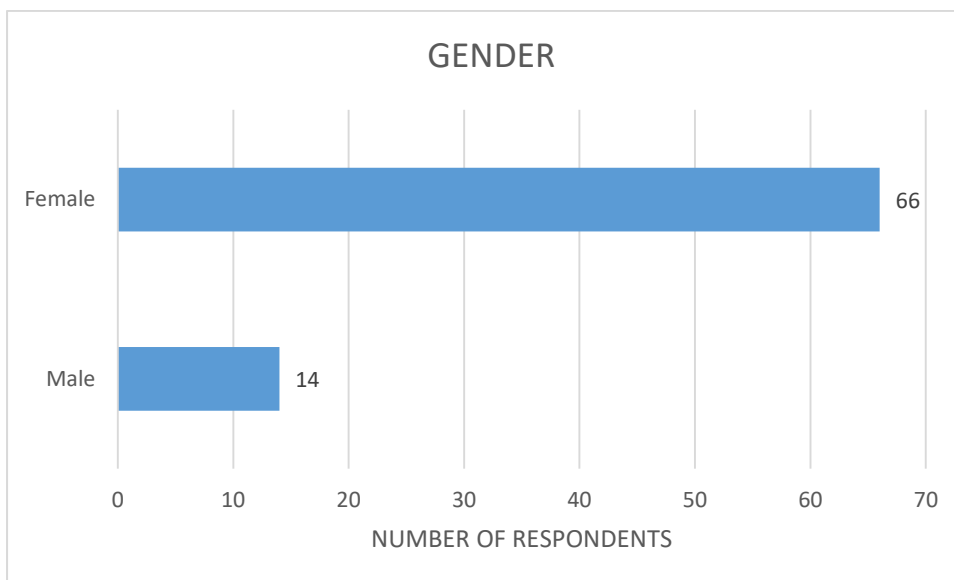


Figure 3.1: Bar chart of gender for each respondent

This pie chart concludes that most of the respondents are female by 82.5%, which means 66 students. Meanwhile, the number of male respondents is 14 students, which is 17.5% based on the total number of 80 students altogether.

3.2 AGE

This subtopic explains the age of each respondent.

AGE	NO. OF RESPONDENT	MIDPOINT	CUMMULATIVE FREQUENCY
18 - 23	78	20.5	78
24 - 29	2	26.5	80
30 - 35	0	32.5	80
36 - 41	0	38.5	80
42 - 47	0	44.5	80

Table 3.2: Table of the age of every respondent who completes the survey

- Mean, $\bar{x} = \frac{\sum fx}{\sum f}$

$$= \frac{1652}{80}$$

$$= 20.65$$

The average age of respondents who take the survey is 21 years old.

- Median, $= Lm + \left[\frac{\frac{n}{2} - \sum fm - 1}{fm} \right] C$

$$= 17.5 + \left[\frac{\frac{80}{2} - 0}{78} \right] 6$$

$$= 20.58$$

On average, 50% of students who take the survey are 21 years old.

- Mode, $\hat{x} = L + \left[\frac{fo - f1}{(fo - f1) + (fo + f2)} \right] C$

$$= 17.5 + \left[\frac{78 - 0}{(78 - 0) + (78 + 2)} \right] 6$$

$$= 20.54$$

Most of the students who took the survey are 21 years old.

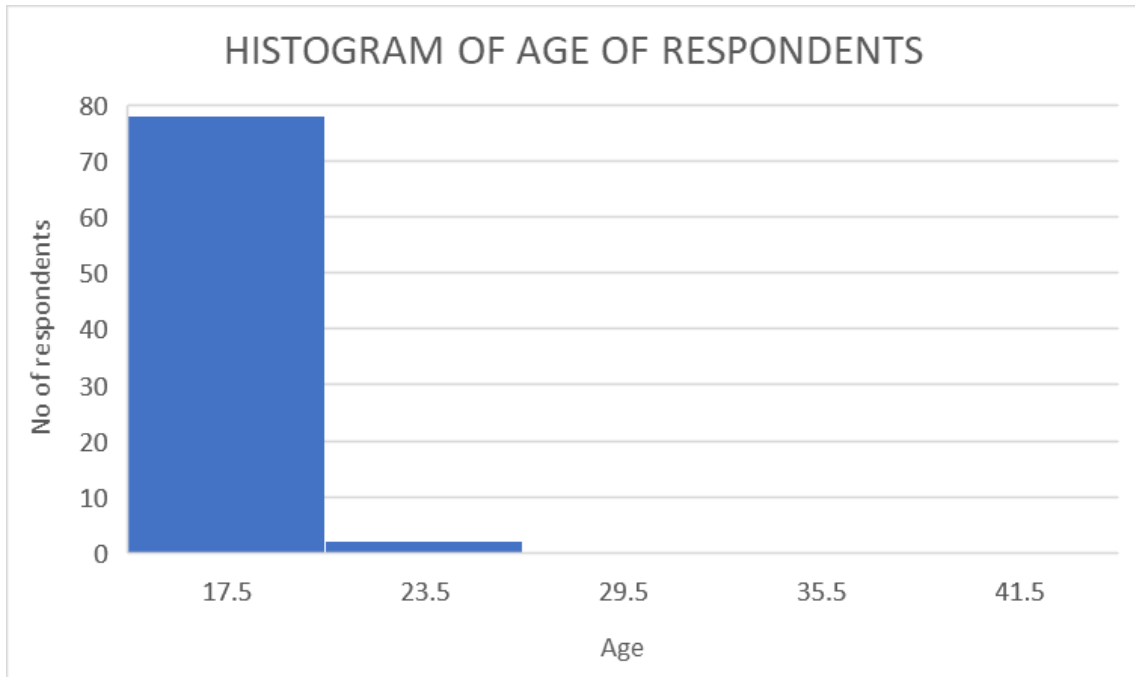


Figure 3.2: Histogram of age of respondents

According to figure 3.2, the total number of respondents includes all students at UiTM in Malaysia. Mostly, 18-23 years old are the most respondents in our survey. At the age of 24-29 are the least respondents.

3.3 EDUCATION LEVEL

This subtopic explains the education level of each respondent.

EDUCATION LEVEL	NO. OF RESPONDENT
Diploma	69
Degree	11

Table 3.3: Table of the education level for every respondent who completes the survey

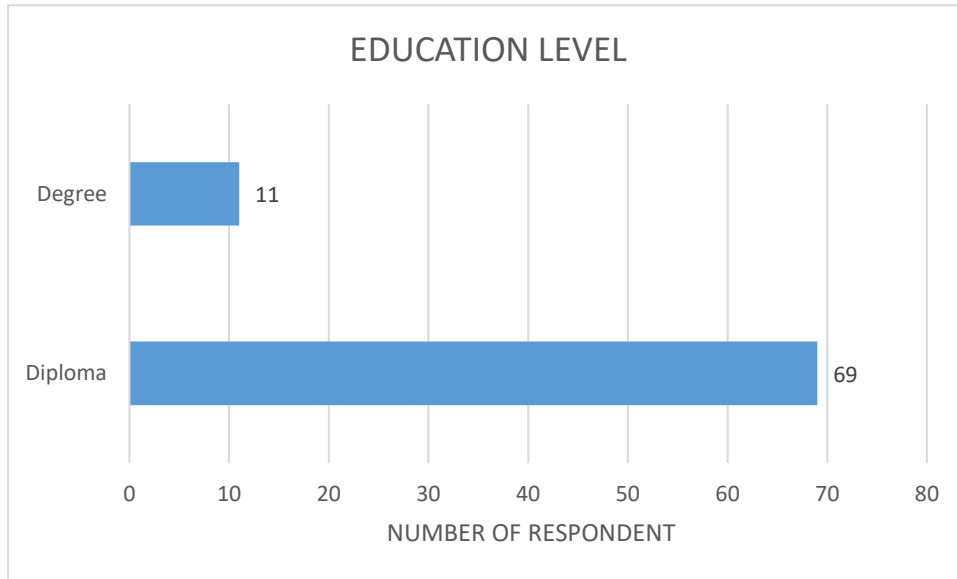


Figure 3.3: Bar chart showing the education level of respondent

This pie chart shows that the majority of respondents were from diploma programmes, accounting for 86.3% of the total, or 69 students. Meanwhile, the number of students enrolled in degree programmes stands at 11, representing 13.8% of the total of 80 students.

3.4 CURRENT SEMESTER

This subtopic explains the number of respondents based on their current semester.

CURRENT SEMESTER	NO OF RESPONDENTS
Semester 1	17
Semester 2	5
Semester 3	51
Semester 4	1
Semester 5	5
Semester 6 and above	1

Table 3.4: Table of current semester for every respondent who complete the survey

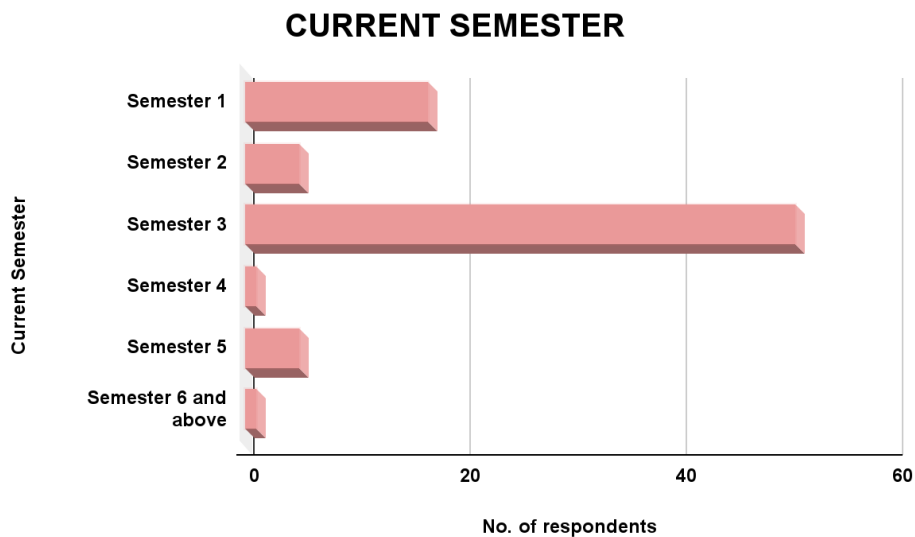


Figure 3.4: Bar chart showing current semester of respondent

This bar chart concludes that most of the respondents were from semester 3, or 63.7%, which means 51 students. Meanwhile, in semester 1, there were 17 students who completed the survey. For semester 2, 5 students completed the survey, which is 6.3%. Furthermore, only one student completed the survey in semesters 4 and 6. For semester 5, there were 5 students who answered our survey.

PART B : TO MEASURE THE BALANCING OF ACADEMIC AND CURRICULUM

3.5 HOW MANY SUBJECTS DO YOU HAVE IN CURRENT SEMESTER

This subtopic explain how many subjects do respondents have in their current semester

NO OF SUBJECTS	NO OF RESPONDENTS
1 - 5 subjects	10
6 and above subjects	70

Table 3.5: Number of subjects taken by respondents in their current semester

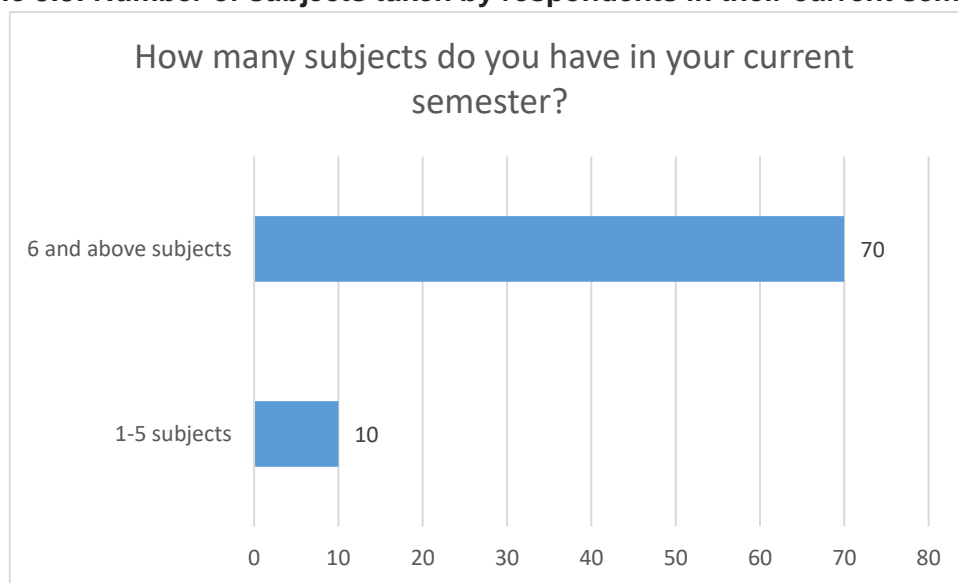


Figure 3.5: Bar Chart of How many subjects do you have in your current semester?

The pie chart shows that 70 students out of 80 respondents have 6 subjects and above in the semester they are currently studying and the rest have only between 1 to 5 subjects.

3.6 HOW DO YOU MANAGE YOUR TIMETABLE FOR STUDY AND CURRICULUM

This subtopic explain how do respondents manage timetable for study and curriculum

HOW RESPONDENTS MANAGE TIMETABLE FOR STUDY AND CURRICULUM	NO OF RESPONDENTS
Set reminder for all tasks	52
Create daily planner	38
Give time limit for each task	26
Block out distractions	16
Establish routine	20
Follow the flow	1
I don't manage it	1
Priorities the priority	1

Table 3.6: How respondents manage their timetable for study and curriculum

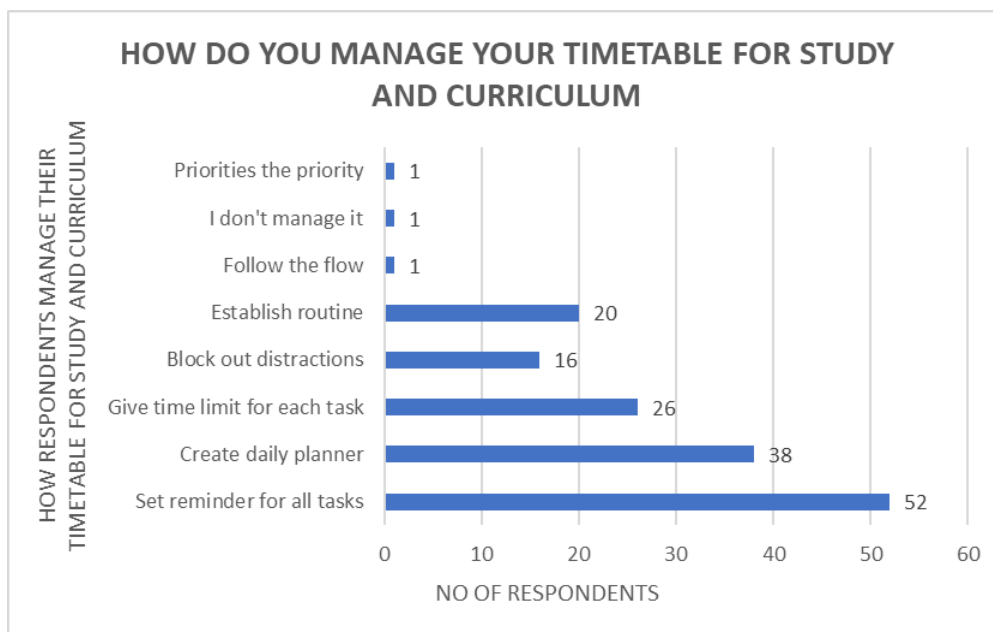


Figure 3.6: Bar Chart of How do you manage your timetable for study and curriculum?

This bar chart shows how to manage the timetable for study and curriculum that is most often practiced by the respondents is to set reminders for all tasks, which is a total of 52 students.

3.7 HOW MANY SPARE TIME YOU HAVE PER WEEK?

This subtopic explain how many hours do respondents spend their spare time per week

HOURS SPARE TIME PER WEEK	NO OF RESPONDENTS
0 - 10 hours	38
10 - 20 hours	24
20 - 30 hours	13
30 - 40 hours	2
50 hours and above	3

Table 3.7: Hours of respondents spare time per week

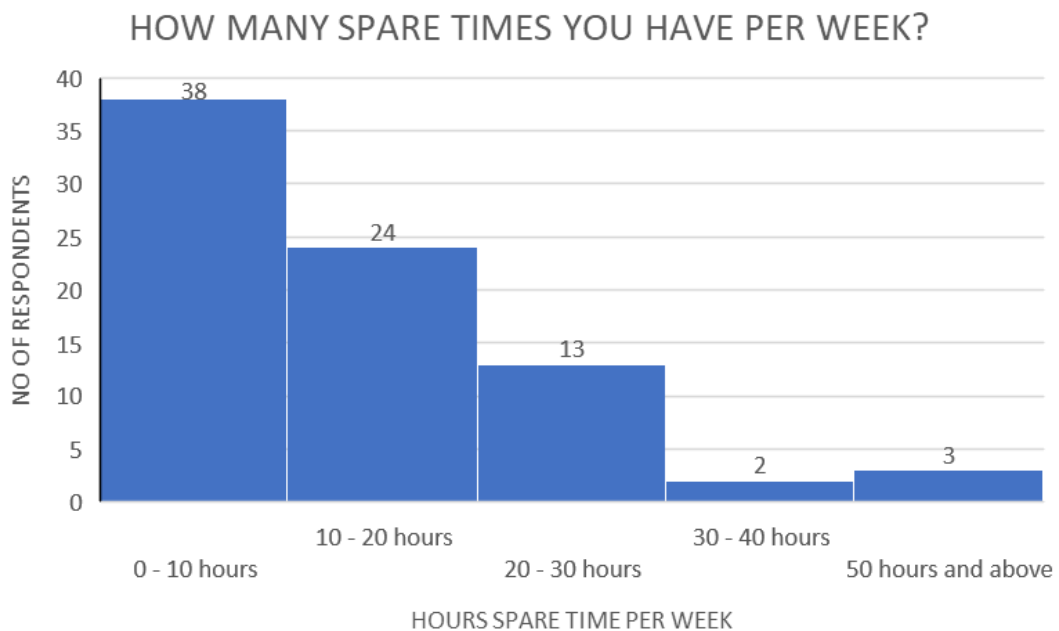


Figure 3.7: Histogram of How much spare time you have per week?

The pie chart shows that 38 students which is 47.5% only have 0-10 hours of spare time per week while 2 students which is 2.5% have 30-40 hours of spare time per week.

3.8 DO YOU JOIN ANY CLUBS IN YOUR CAMPUS?

This subtopic explain any club that respondents join in their campus

RESPONDENT BASED ON JOINING ANY CLUB IN CAMPUS	NO OF RESPONDENTS
Yes	71
No	9

Table 3.8: Any club in campus that respondents join

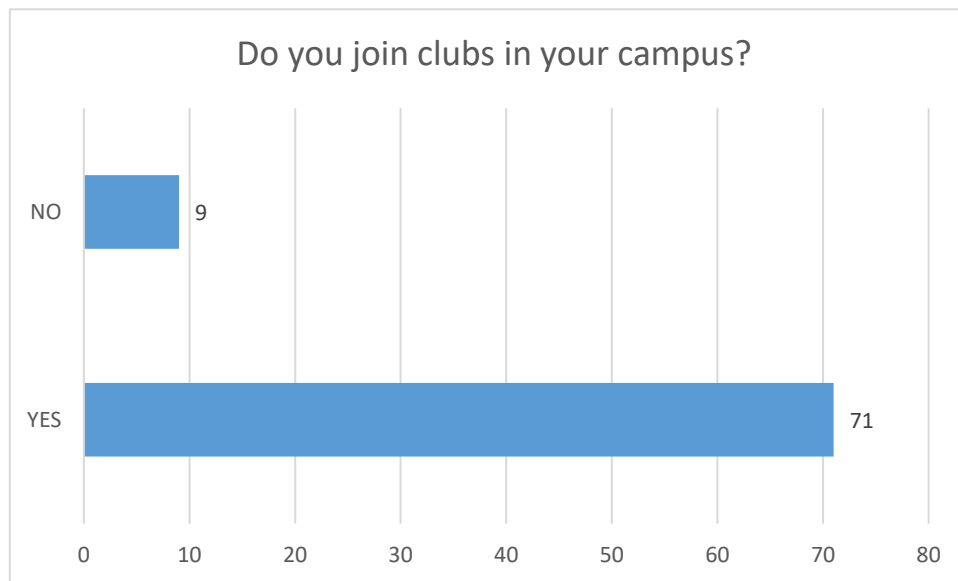


Figure 3.8: Bar Chart of Do you join any clubs in your campus?

Based on the pie chart above, it shows that most of the respondents who are UITM students are involved in a club on their campus in which 71 respondents answered yes while the rest who do not join any club are 9 respondents.

3.9 WHAT IS YOUR MAIN PURPOSE IN JOINING THE ACTIVITIES IN YOUR CURRENT CLUB?

This subtopic explain the main purpose of the respondents in joining the activities in their current club

MAIN PURPOSE IN JOINING THE ACTIVITIES IN CURRENT CLUB	NO OF RESPONDENTS
For knowledge	48
For merits	53
Enjoy and release tension	34
Improve confidence	33
Followed friends	14
Had no choice but to	15
Existing interests	1
I do not join any club	1
Free kolej	1

Table 3.9: Main purpose in joining the activities in current club by the respondents

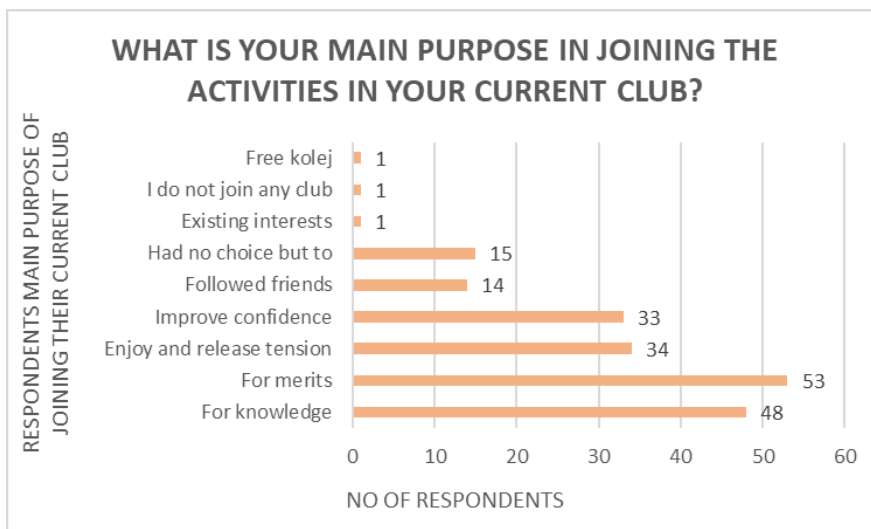


Figure 3.9: Bar Chart of What is your main purpose in joining the activities in your current club?

Based on the bar chart above, the main purpose of respondents to get involved in club activities is because of merits, which is the best choice with 53 respondents followed by the purpose to gain knowledge with a total of 48 respondents.

3.10 DO YOU HAVE ANY POSITION IN THE CLUB THAT YOU JOINED?

This subtopic explain any position that the respondents have in their club

DO RESPONDENTS HAVE ANY POSITION IN THEIR CLUB	NO OF RESPONDENTS
Yes	42
No	38

Table 3.10: Any position in the club that the respondents joined

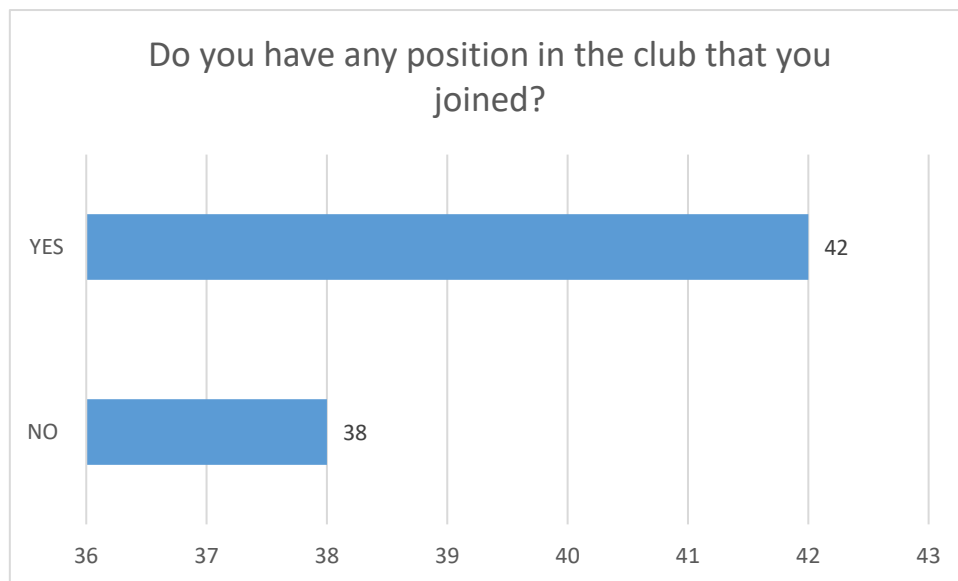


Figure 3.10: Bar Chart of Do you have any position in the club that you joined?

Through the pie chart, a total of 42 respondents which is 52.5% have a position in the club they are involved in while a total of 38 respondents which is 47.5% do not have any position.

3.11 WHAT IS YOUR POSITION?

This subtopic explain what is the position that the respondents have in their current club

POSITION	NO OF RESPONDENTS
President	1
Vice President	0
Secretary	12
Treasurer	3
Committee member	16
Active member	48

Table 3.11: The position that the respondents have in their current club

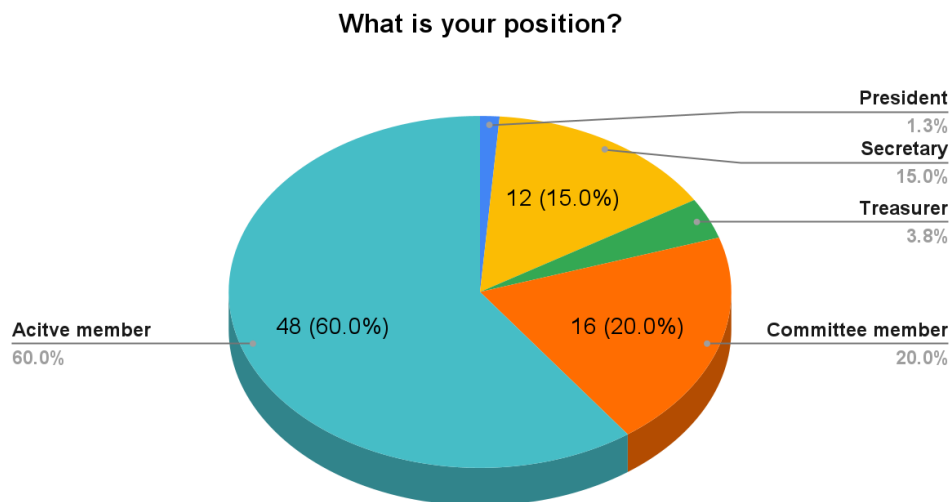


Figure 3.11: Pie Chart of What is your position?

In the pie chart above, almost most of the respondents are active members with a total of 48 respondents while only 1 respondents for the position of President and 0 respondents for the position of Vice President.

3.12 HOW BUSY YOU ARE AS A STUDENT?

This subtopic explains how busy the respondents are in their current club.

LEVEL OF BUSYNESS	NO OF RESPONDENTS
Not at all	1
Somewhat not busy	0
Neutral	30
Slightly busy	37
Extremely busy	12

Table 3.12: The level of the busyness of the respondents as a student

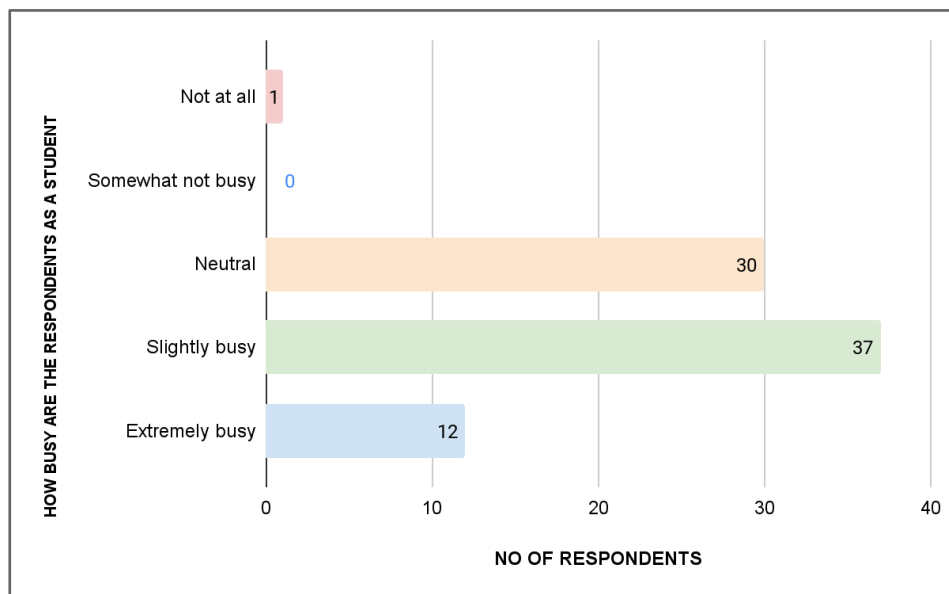


Figure 3.12: Bar chart of How busy you are as a student?

According to the bar chart above, 37 respondents are slightly busy with their present club, 30 are neutral, and 0 are considerably not busy.

3.13 DO YOU THINK NON-CREDITABLE CLUBS SHOULD BE INCLUDED IN THE UNIVERSITY SYLLABUS?

This subtopic explains the respondents' opinion that non-creditable clubs are included in the university syllabus.

RESPONDENTS' OPINION ON NON-CREDITABLE CLUBS INCLUDED IN THE UNIVERSITY SYLLABUS	NO OF RESPONDENTS
Yes	17
Not sure	40
No	23

Table 3.13 Respondents' opinion on should non-creditable clubs should be included in the university syllabus

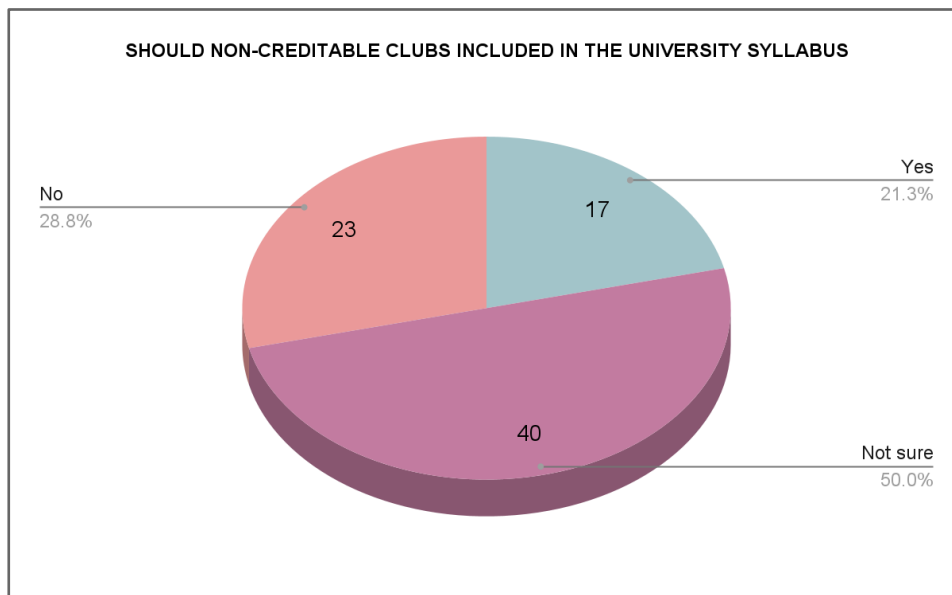


Figure 3.13: Pie chart of Respondents opinion on should non-creditable clubs included in the university syllabus

According to the pie chart, 40 respondents equivalent to 50% are unsure if non-creditable clubs should be included in the university curriculum, which is the biggest amount, followed by 23 respondents (28.8%) who responded no and 17 (21.3%) who replied yes.

3.14 ARE YOU ACTUALLY WILLING TO JOIN THE CLUB IN UITM?

This subtopic explains the respondents' willingness to join the club in UiTM.

RESPONDENTS' WILLINGNESS ON JOINING THE CLUB IN UITM	NO OF RESPONDENTS
Not at all	5
Somewhat disagree	5
Neutral	35
Somewhat agree	19
Yes	16

Table 3.14: Respondents' willingness to join the club in UiTM

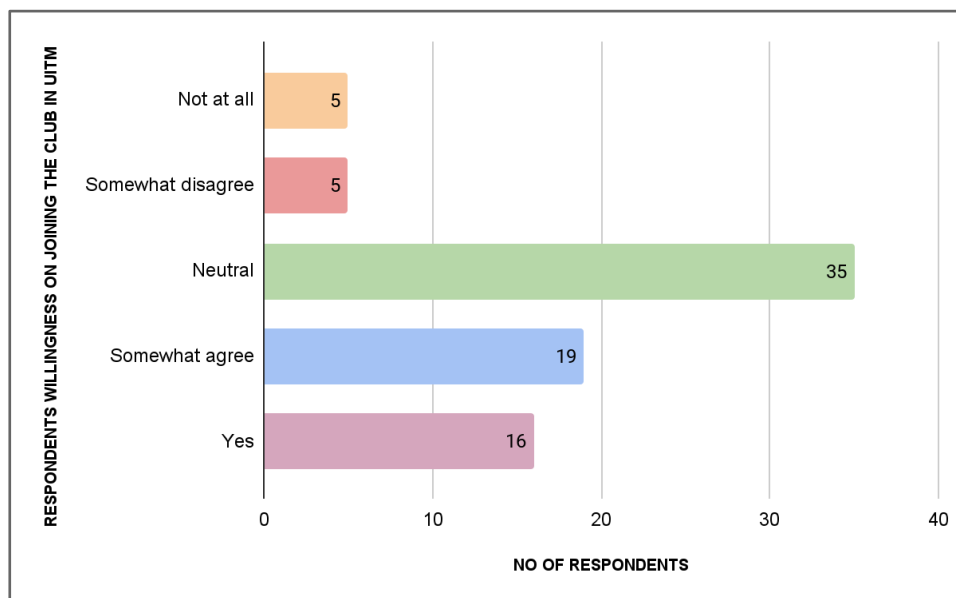


Figure 3.14: Bar chart of Are you actually willing to join the club in UiTM

In the bar chart above, 35 respondents feel neutral about joining the club, while 5 respondents each are feeling not at all inclined to join and somewhat disagree to join the club.

3.15 WHAT INFLUENCED YOU TO JOIN THE CLUB?

This subtopic explains what influenced respondents to join the club.

WHAT INFLUENCED RESPONDENTS JOIN THE CLUB	NO OF RESPONDENTS
Family	3
Friends	26
Lecturer	3
Class	3
Environment	11
Own interest	33
The benefits if join the club	1

Table 3.15: What influenced respondents to join the club

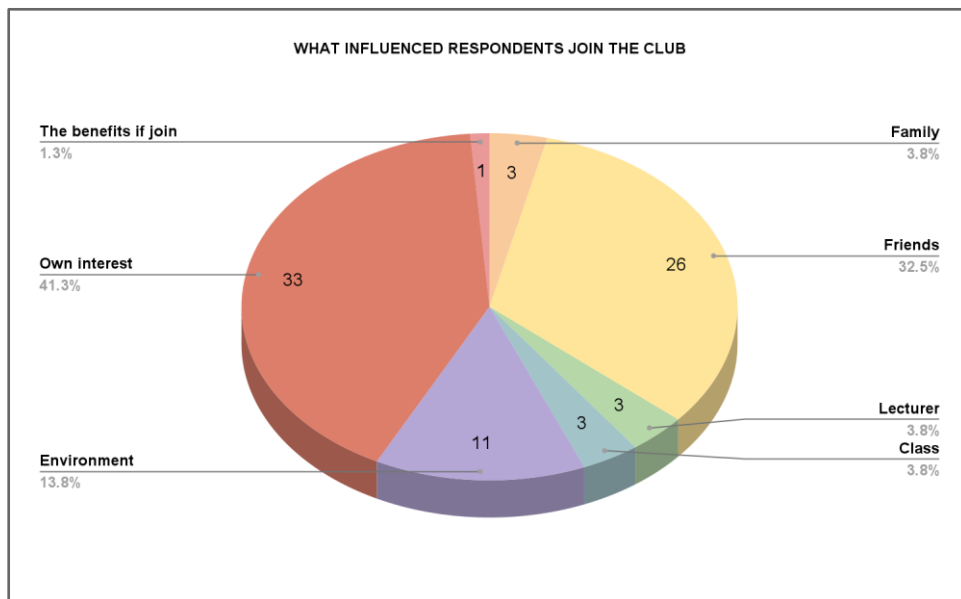


Figure 3.15: Pie chart of What influenced you to join the club

According to the pie chart above, 33 respondents (41.3%) join the club based on their interest, while 26 (32.5%) are motivated by their friends. Only 1 respondent (1.3%) chose the advantages of joining the club.

3.16 DID YOU EXPERIENCE ANY DIFFICULTY IN BALANCING BOTH ACADEMIC AND CURRICULUM IN YOUR LIFE AS A STUDENT?

This subtopic explains if respondents experience any difficulty in balancing both academics and curriculum in life as a student.

DO RESPONDENTS FACE ANY DIFFICULTIES IN BALANCING BOTH ACADEMIC AND CURRICULUM	NO OF RESPONDENTS
Yes	47
No	33

Table 3.16: Do the respondents face any difficulties in balancing both academic and curriculum

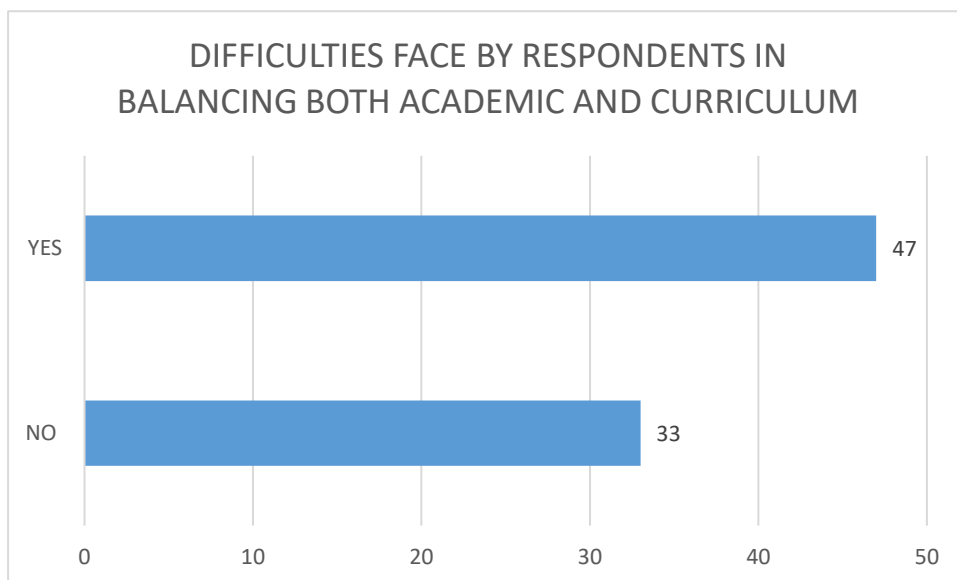


Figure 3.16: Bar chart of Did you experience any difficulty in balancing both academic and curriculum in your life as a student

According to the pie chart above, 47 respondents (58.8%) reported difficulties managing academic and curricular demands, whereas 33 respondents (41.3%) reported no trouble balancing academic and curriculum needs.

3.17 DID YOU FIND JOINING THE CURRICULUM AFFECT YOUR STUDY?

This subtopic explains if respondents find joining the curriculum affects their study.

DOES JOINING CURRICULUM AFFECTS RESPONDENTS' STUDIES	NO OF RESPONDENTS
Affect a lot	9
Neutral	40
Affect a bit	17
Not at all	14

Table 3.17: Does join curriculum affect respondents' studies

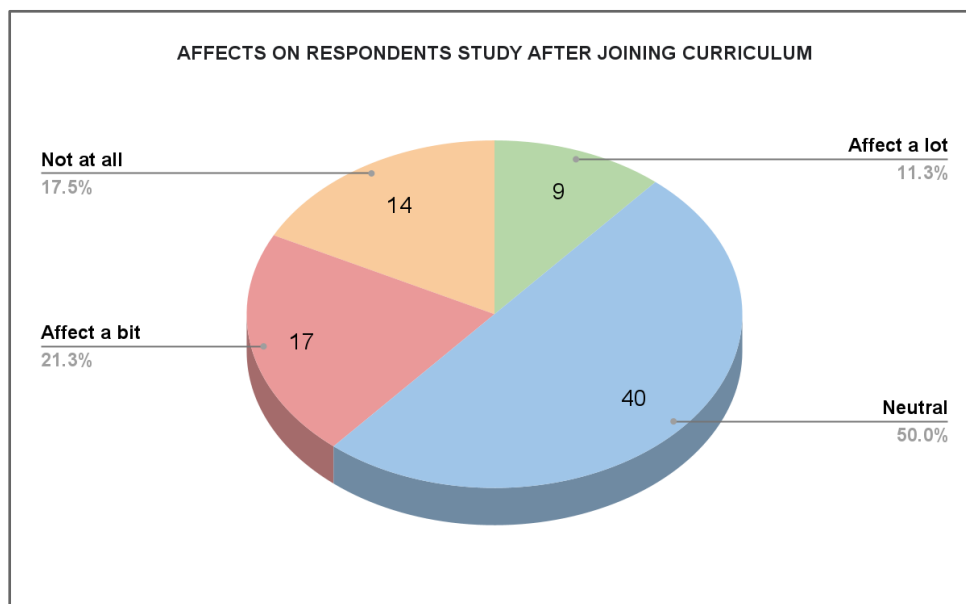


Figure 3.17: Pie chart of Did you find joining the curriculum affect your study

According to the pie chart above, 40 respondents (50%) felt neutral about how joining curriculum would affect their studies, followed by 17 (21.3%) who believe it will have a minor impact on their studies and 9 (11.3%) who believe it will have a major impact.

3.18 HOW WELL YOUR RESULT FOR LAST SEMESTER? (ONLY FOR SEM 2 AND ABOVE)

This subtopic explains how well respondents performed last semester. (Only for sem 2 and above)

HOW WELL THE RESPONDENTS' RESULT LAST SEMESTER	NO OF RESPONDENTS
Not well	4
Average	44
Excellent	18

Table 3.18: Respondents' result last semester (sem 2)

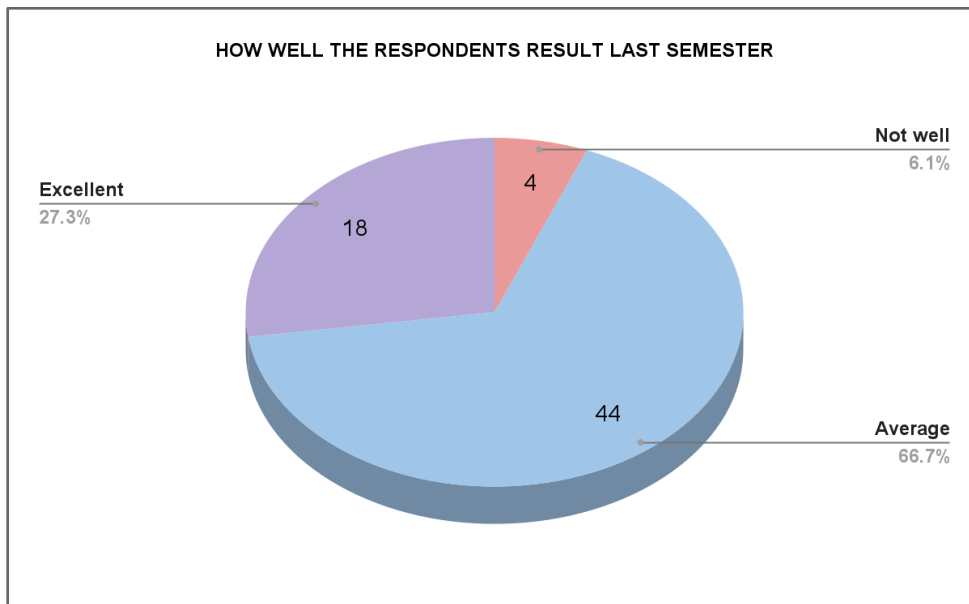


Figure 3.18: Pie chart of How well you result for last semester (Only sem 2 and above)

According to the pie chart above, 44 respondents (66.7%) replied average for last semester's results, followed by 18 (27.3 %) who answered excellent and 4 (6.1%) who answered not well.

PART C: SCALE TO MEASURE STUDENTS SATISFACTION

3.19 I REALLY ENJOY JOINING THE CLUB THAT I CHOOSE

This subtopic explain the respondents felt joining the club that they choose

SCALE LABELS	NO OF RESPONDENTS
1 - Highly dissatisfied	6
2 - Dissatisfied	32
3 - Neutral	26
4 - Satisfied	10
5 - Strongly satisfied	6

Table 3.19 : The satisfied respondents of joining the club that they choose in UiTM

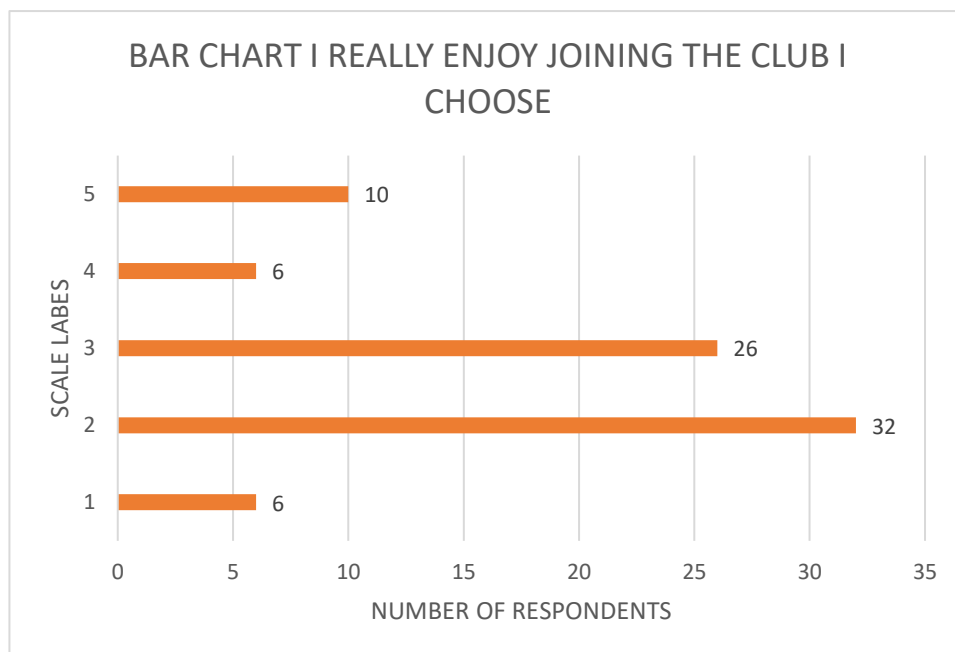


Figure 3.19 : Bar chart I really enjoy joining the club I choose

In the chart above, it is shows that almost 32 of respondents choose dissatisfied of joining the club that they choose in UiTM meanwhile 26 of respondents choose neutral of what they choose their club in curriculum.

3.20 I REALLY SATISFIED WITH MY CONTRIBUTION TO THE CLUB

This subtopic explain about respondents satisfied with their contribution to the club

SCALE LABELS	NO OF RESPONDENTS
1 - Highly dissatisfied	3
2 - Dissatisfied	8
3 - Neutral	33
4 - Satisfied	24
5 - Strongly satisfied	12

Table 3.20 : The satisfied of respondents in their contribution to their club in UiTM

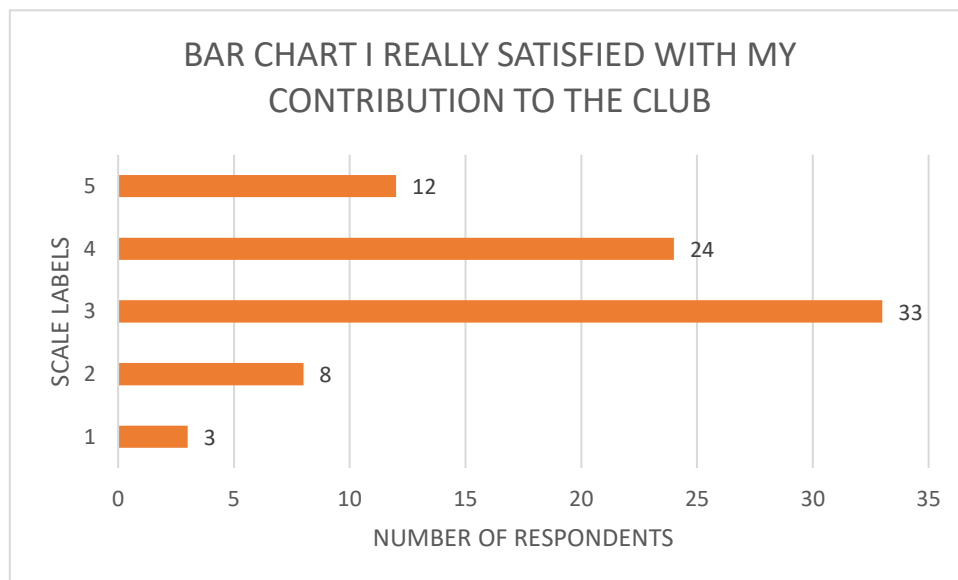


Figure 3.20: Bar chart of I really satisfied with my contribution to their club in UiTM

From the cluster bar chart above, the satisfaction of respondents in their contribution towards their club feel mostly neutral with 33 of respondents meanwhile there are 8 of respondents feeling dissatisfied when they contributed to their club.

3.21 I AM SATISFIED WITH MY STUDY PROGRESS

This subtopic explain about how respondents feel satisfied with their study progress

SCALE LABELS	NO OF RESPONDENTS
1 - Highly dissatisfied	3
2 - Dissatisfied	9
3 - Neutral	46
4 - Satisfied	20
5 - Strongly satisfied	2

Table 3.21 : Respondents satisfaction with their study progress by joining the club in UiTM

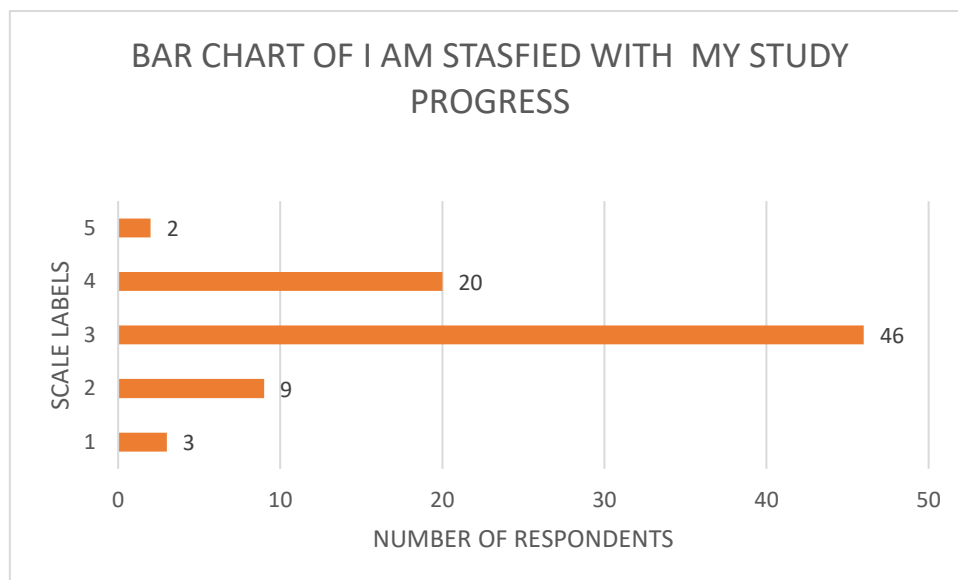


Figure 3.21 : Bar chart of I am satisfied with my study progress

In the chart above, it shows that 46 of respondents felt neutral with their study progress, meanwhile 3 of the respondents felt highly dissatisfied and 2 of the respondents felt strongly satisfied with their study progress.

3.22 I AM SATISFIED WITH THE CLUB THAT UiTM ORGANIZED FOR STUDENTS

This subtopic explain about satisfied respondents with the club that UiTM organized for students

SCALE LABELS	NO OF RESPONDENTS
1 - Highly dissatisfied	4
2 - Dissatisfied	7
3 - Neutral	38
4 - Satisfied	21
5 - Strongly satisfied	10

Table 3.22 : Satisfaction of respondents with club that already organized by UiTM

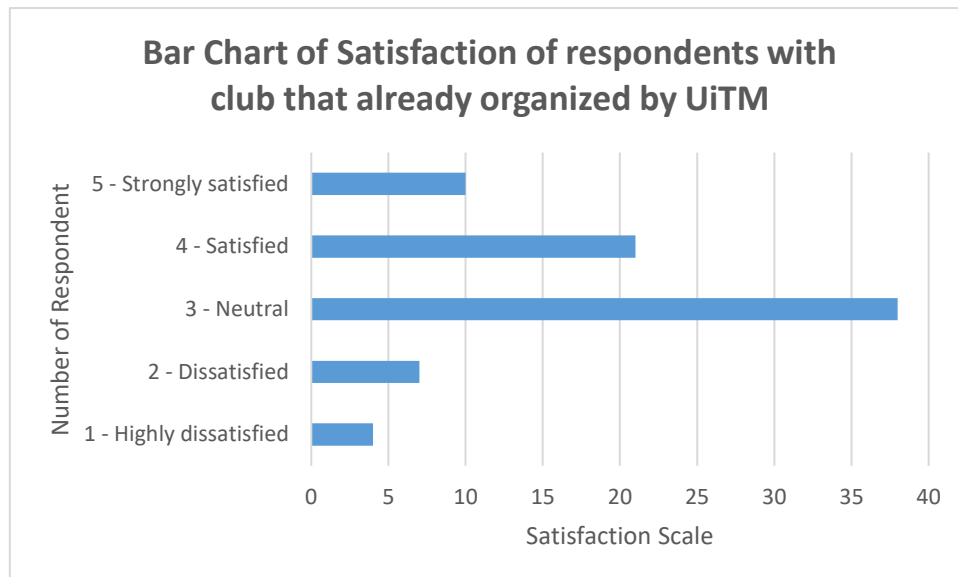


Figure 3.22 : Bar chart of I am satisfied with the club that UiTM organizes for students

In the chart above, 38 of respondents felt neutral with their decision to join a club that was already organized by UiTM. Meanwhile 4 of the respondents felt highly dissatisfied and 10 of the respondents felt strongly satisfied with the choice of their club that was already organized by UiTM.

3.23 I AM SATISFIED WITH BOTH MY ACADEMIC AND CURRICULUM ACHIEVEMENTS

This subtopic explain about if the respondents satisfied with both academic and curriculum achievements

SCALE LABELS	NO OF RESPONDENTS
1 - Highly dissatisfied	4
2 - Dissatisfied	7
3 - Neutral	42
4 - Satisfied	23
5 - Strongly satisfied	4

Table 3.23 : Satisfaction of UiTM respondents with both their academic and curriculum achievements

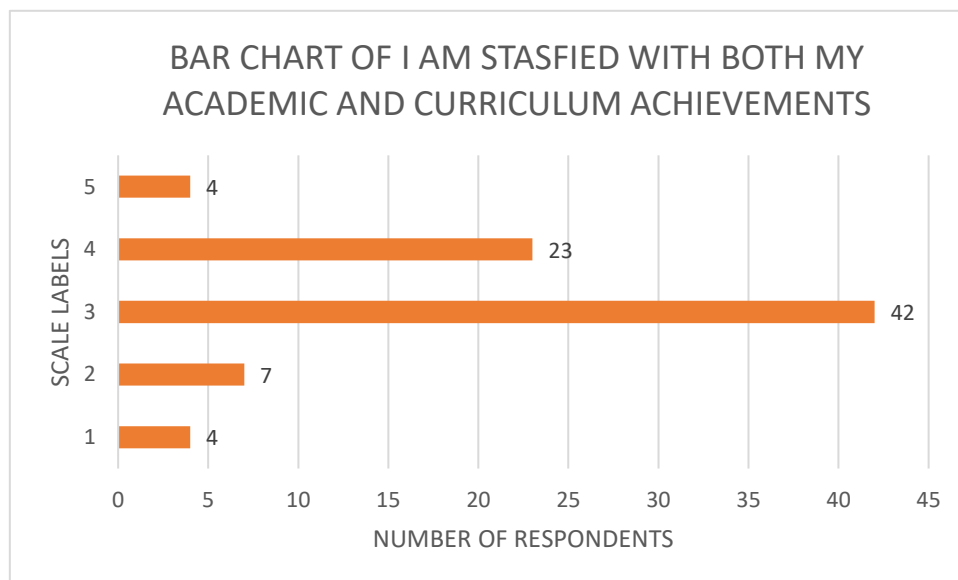


Figure 3.23 : Bar chart of I am satisfied with both their academic and curriculum achievements

In the chart above, the satisfaction of UiTM respondents with both their academic and curriculum achievement shows that 42 of respondents felt neutral with their achievement, meanwhile there are 4 respondents that felt highly dissatisfied and strongly satisfied with their achievement.

CHAPTER 4

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

In conclusion, we have obtained a total of 80 respondents consisting of UiTM students from almost all over Malaysia to answer the survey that we gave titled academic and curriculum balancing among UiTM students. The survey we conducted was only to find out how smoothly and effectively the students manage their time and their time in dividing academic activities and curriculum. According to the survey, almost all of them were answered by female students, 66 people and the rest were 14 people who were male students, it was found that almost most of them were between the ages of 18 and 23 and were diploma students. Respondents also consist of students from various semesters and what can be concluded is that 70 out of 80 respondents have as many as 6 and above subjects. They also actively follow curriculum activities in dividing their schedule for academics. Various initiatives they take to divide time well and organized even though they have less free time for themselves. Half of the respondents also felt that it was quite difficult for them to balance both academic and curriculum as a student, but according to the opinion of the respondents, almost most of them did not experience the disruption of the curriculum to their studies. Based on the survey, most of the respondents got average and excellent results.

So it can be seen that almost all UiTM students can divide their time well for academics and curriculum despite having a busy daily schedule. They prove that by managing their time well it does not prevent them from being active in the curriculum activities carried out on their respective campuses. This shows that the curriculum actually gives space for students to show their creativity and challenge themselves to become more independent and create integrity. Although there are students who do not agree with the creation of this curriculum subject, what can be seen is that there are still many students who give a positive view of this implementation through the survey we conducted.

Some students are having a hard time because of the packed schedule. Also, UiTM encouraged students to take part in any activities that were held by each campus and college. Furthermore, students are becoming fatigued as a result of the packed classes and must participate in activities organised by them. So, they are having a hard time scheduling their own time, but they manage to schedule their time and divide their time with studying and their private lives. Some students are complaining that between one subject and another are closed. Also, they do not have time to eat, pray or rest for a while. Because of the packed schedule, they need to rush to the next class.

4.2 RECOMMENDATION

Our main purpose is to find out to what extent the students are able to balance their academic and curriculum activities with the various challenges they face as students at UiTM. But with all the answers we got, it shows a positive impact and is still stable enough for the students to face the challenge as part of their daily routine.

What can be recommended is that UiTM can coordinate co-curricular activities well and screen beneficial clubs without interfering with students' studies and time. The students also need to learn how to divide their schedule well so as not to fall behind in academics when following the curriculum programme. However, students must be active in the curriculum to get good merit.

Next, UiTM can create activities that relate to the courses that students take. So, students can learn extra from those activities. Maybe UiTM can make related subject intake during the semester to prioritise their courses. So, students have free time to take part in the activities. From there, students can enjoy their university life by taking part in activities held by the university and studying their academics.

Furthermore, if the students can effectively schedule and divide their time, their routine will run smoothly and according to plan. Aside from that, class schedules should include a break in between classes so that students can eat, pray, and relax for a while before proceeding to the next class. Because of the packed schedule and classes, they have been arguing and complaining about the packed schedule that was made by the university.

Last but not least, our respondents showed that they adapt very well towards the packed schedule. In addition, students really hope that schedules can be very flexible and make it easy for students, like for example including a break in between classes. Nowadays, all students at UiTM are having face-to-face classes, so some students are having a hard time adapting very well towards the packed schedule.

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$$\frac{\sum (x-m)^2}{n-1}$$

$$\int (x \pm a)^2$$

$$\begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}$$

$$P = r^2 \frac{1}{11}$$

$$\ln = \sqrt{a \times b}$$

$$4x = 0 - 3y^2 \quad e = 2,79$$

$$\sin \alpha$$

$$y = 2x^2 + 3x \quad P = \sum_{i=0}^8 x_i^i$$

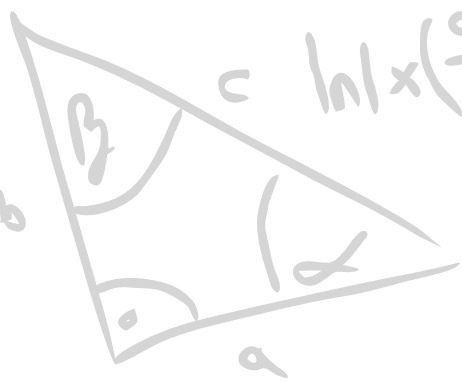
$$\tan(2\alpha)$$

$$\frac{2 \tan(\alpha)}{1 - \tan^2(\alpha)} \quad 15 \Delta$$

$$(x+y)^2 = \left(\frac{y}{2}\right)^2 = x^2 + 2ax + a^2$$

$$\ln \left| x \left(\frac{a - \sqrt{x^2}}{x} \right) \right| +$$

$$\frac{\Delta x}{\Delta y} = \lim_{\Delta y \rightarrow 0} \frac{\Delta x + 2}{\Delta y - 1}$$



$$e = cc$$

$$\int \frac{1}{\sqrt{x+a^2}}$$

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ISBN 978-967-0033-15-0



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